



Nacton C of E Primary School Art and Design Skill Progression

Long term overview including technical proficiency and knowledge about art

	EYFS	KS1	LKS2	UKS2
Exploring and Developing Ideas	Children begin to explore and experiment with a range of tools and media. Children express their creative ideas both individually and collaboratively. Children can: - a talk about and share ideas - b say what they like/dislike - c experiment with and handle different tools and materials - d begin to use key vocabulary - e use key vocabulary to demonstrate knowledge and understanding in this strand: art, idea, create, make, like	Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve. KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences. Children can: - f respond positively to ideas and starting points - g explore ideas and collect information - h describe differences and similarities and make links to their own work - i try different materials and methods to improve - j use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve	Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve. KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can: - a use sketchbooks to record ideas - b explore ideas from first-hand observations - c question and make observations about starting points, and respond positively to suggestions - d adapt and refine ideas - e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine	Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve. KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can: - a review and revisit ideas in their sketchbooks - b offer feedback using technical vocabulary - c think critically about their art and design work - d use digital technology as sources for developing ideas - e use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure

Drawing	Children begin to experience drawing with different materials, on different surfaces and on different scales. • draw on different surfaces • use a variety of tools e.g. pencils, crayons, chalk • develop and practise mark making including different line types such as straight, curved, wavy, thick, thin • make simple representations of objects familiar to them e.g. my home, my family • explore large scale drawing outside on the playground • use key vocabulary: words to denote movement, draw, lines, straight, wavy, marks	Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes, as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. Skills, knowledge and understanding: • produce marks using different tools and media (pencils, pens, wax crayons, oil pastels, chalks) • understand that different mark makers can be used to create different effects, represent different moods and movements • understand that different surfaces may be used to produce an image • analyse and describe an image to others • identify what might change in their work • understand the element of 'texture' and use different tools and media to show this • use key vocabulary: words to denote movement, dark/light, thick/thin, curved/straight, hard/soft, bold, broken, surface, texture, reproduce, media	Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. Skills, knowledge and understanding: • investigate different marks that can be made using pencils (range of pencils: e.g. 2B, 4B, 6B) • explore shading techniques • develop understanding of tone - light and dark • develop an image using the imagination • discuss own work and decide what to adapt and develop further in their images (oil pastels, watered down ready-mix paint) • explore pattern using the elements of line, colour and shape including experimenting with different colour combinations (pencils, pens) • use viewfinders to select and analyse visual elements and experiment with enlarging, repeating, rotating, modifying) • use key vocabulary: graphic marks, linear, contour, horizontal, vertical, diagonal, parallel, proportion, hatching, cross-hatching, stippling, scumbling, tone, modify, develop, adapt, overwork, image, enlarge, repeat, rotate	Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketchbooks/Art Journals to improve their drawing skills. Skills, knowledge and understanding: • produce observational drawings and select from a range of media (pencils, pens, wax crayons, oil pastels, chalks, brush) • develop layering techniques using acetate • use imagination and experience to construct and draw the unknown • select and enlarge drawings/designs • experiment with the use of erasers to draw in the negative • discuss and review work and make modifications • explore the importance of tone in figurative imagery (photographs) including light, mid-tone, dark • explore the use of iPads for digital art • use key vocabulary: layering, acetate, comparison, negative, positive, portrait, portraiture, element, figurative, digital
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Painting	Children begin to explore and use a variety of artistic effects to express ideas and feelings. Skills, knowledge and understanding: • hold a paintbrush using a tripod grip • develop brush control • paint using other tools e.g. fingers • name and recognise primary colours • mix two primary colours to create a secondary colour • have an understanding of warm/cold colours • use key vocabulary: paint, mix, colour, primary colours, secondary colours, colour names (red, yellow, blue, green, orange, purple, brown), brush, warm, cold	Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. Skills, knowledge and understanding: • mix paint to required consistency • apply paint by using selected brush strokes • apply paint using a range of brush strokes • develop brush control and pattern making • understand the technique of mixing colours through adding small amounts of dark to light • produce colour tints using white paint • begin to develop an understanding of overworking an image • creating surfaces for painting • respond to a story stimulus • use imagination to produce a painted image • use key vocabulary: thick/thin, palette, mixing, artist's rag, stroke, opaque, response, collage, multi-media	Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood. Skills, knowledge and understanding: • compare and comment on their own and others' work • investigate and mix primary colours to create secondary colours • identify and use specific painting techniques • experiment with the application of paint • compare, contrast and respond to ideas and techniques used by other artists • select, mix and apply colours to reflect the style of an artist • develop an understanding of abstract art • adapt own work and develop control of tools and techniques • use of key vocabulary: review, colour families, complementary, contrasting, primary and secondary, tint, tone, monochromatic, bold, fade, impasto, sgraffito, technique, abstract	Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods. Skills, knowledge and understanding: • create a multi-layered piece with a variety of media • understand the visual elements of colour, shape and space and how these can be combined to produce abstract images • respond to the work of a contemporary artist • produce simple linear drawings • develop direct observational skills from a variety of viewpoints • explore the use of vibrant and unrealistic application of 'Fauvist' colours • produce and extend images by mixing and matching colours and patterns • use a range of tools and techniques to develop, modify and enhance work including the use of iPads and digital Apps • use key vocabulary: layers, acetate, transpose, vibrant, expressive, adjacent, natural forms, brushwork, contour, outline, still life, multi-media, observational, adapt, modify
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Printmaking	Children begin to experiment with creating a repeated image by printing. Skills, knowledge and understanding: • use objects to create prints e.g. fruit, sponges • produce repeated or overlapping shapes or patterns • use key vocabulary: print, pattern, repeating	Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. Skills, knowledge and understanding: • use primary colours to produce direct prints (use a range of printing objects e.g. sponge, screwed up paper etc.) • make and use (torn paper) stencils to produce positive/negative prints • make a clay slab relief block • take rubbings and prints from a collograph block • evaluate and modify own work after discussion • use key vocabulary: primary colours, print, printing pad, overprint, multiple, surface, stencil, positive, negative, overlapping, layering, dabbing, stroking, tone, feathered, slab, ink-up, relief impression, relief block, texture, collograph, corrugated, raised, rubbing, brusho, transparent, translucent, opaque	Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. Skills, knowledge and understanding: • ink-up a slab correctly • use a roller in different ways to make a variety of marks • experiment and develop skills in monoprinting • make a collograph printing block • make repeated patterns including rotating images with precision • discuss and compare different techniques • use key vocabulary: repeat, rotate, reverse, pattern, effect, monoprinting, scratched, pressure, process, response, record, reflect, adapt, modify, press print, indented, relief, collograph, seal	Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns. Skills, knowledge and understanding: • design and produce a first colour Press Print reduction block • produce second colour prints from Press Print reduction block • combine processes to produce an overlaid printed image • record and reflect on the printing processes used • use the work of printmakers as a starting point for development • use key vocabulary: reduction printing, 'worrying away,' printmaker, incisions, inverted, annotate, combination, batik, tjanting tool, resist, wash
Collage	Children begin to use mixed media to produce pictures. Skills, knowledge and understanding: • use glue to stick different materials that are torn or cut to create a picture • select materials for own work • share ideas and create collaborative pictures • use key vocabulary: collage, tear, rip, cut, stick, arrange, layer	Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work. Skills, knowledge and understanding: • experimenting with and using found materials to create a range of linear visual effects • experiment with cutting and tearing • work on different scales • understand the concept of hot and cold colours • sort, identify and select contrasting materials • discuss own work and that of others • develop knowledge and understanding of the work of different artists (including 'Op art') • use key vocabulary: environment, overlapping, arranging, sticking, collage, texture, select, soft, smooth, rough, spiky, shiny, dull, light, dark, font, capital, develop, primary/secondary/complementary colours, scale, spiral, arranging, line, linear, curved, flowing, shape, space	Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage. Skills, knowledge and understanding: • develop cutting and sticking skills • arrange and assemble materials in response to an artist to create a specific effect • adapt and modify ideas • develop an understanding of positive and negative imagery • collaborate with others on a large-scale project • use images as a starting point and compare ideas in others' and their own work • use key vocabulary: position, motion, represent, portrait, facial, distortion, starting point	Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning. Skills, knowledge and understanding: • develop collage techniques through exploratory and experimental approaches • select and develop ideas for own work • develop control of tools • produce work in response to an artist • use key vocabulary: layering, overworking, symbols

Textiles	Children begin to experiment with different tools, materials and textures in order to explore their function and purpose. Skills, knowledge and understanding: • make marks on different surfaces including fabric • use fine motor skills and hand-eye coordination to practise simple over/under weaving • use key vocabulary: weave, under, over, in, out	Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect. Skills, knowledge and understanding: • develop simple over/under weaving (using natural and manmade materials) • embellish strips of fabric using a variety of media • use a dyeing technique and explore the fabric resist process • investigate dip dyeing • use key vocabulary: weaving, frame, warp/weft, over/under, wrap, knot, direction, embellish, dip dye, fold, half/quarter, concertina, absorb, relief, resist, brush, surface	Children develop their weaving and colouring fabric skills further. Skills, knowledge and understanding: • continue to develop weaving techniques with yarn such as plain, twill and satin weave • select and record patterns from direct observation • develop skills with dipping and dyeing techniques • develop block printing techniques onto pre dyed fabric • continue to develop understanding of rotation and reflection • use key vocabulary: assemble, symmetry, multiple, resize,	Children further develop overlapping and layering techniques. They experiment with a range of fabrics. Skills, knowledge and understanding: • experiment with a range of media by overlapping and layering in order to create texture, effect and colour • embellish/add decoration for effect • further develop dip dyeing technique and transfer linear designs onto dyed backgrounds • use key vocabulary: layering, construction, destruction, fixing, joining, folding, scrunching, architecture, linear, structure, transfer, design
3D	Children start to handle and select different materials in order to represent their ideas. Skills, knowledge and understanding: • use fine motor skills to manipulate materials such as salt dough and clay • experiment with 3D junk modelling • use key vocabulary: clay, model, push, pull, pinch, shape, roll, join, fix, stick, glue, build, make	Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. Skills, knowledge and understanding: • use a variety of natural, recycled and manufactured materials for sculpting • develop understanding of line, shape, colour and pattern • explore the use of clay in response to a story stimulus • use a variety of techniques including: pulling, pinching, smoothing and rolling • understand the process involved when making a plaster cast • use key vocabulary: line, pattern, shape, natural environment, manufactured, recycled, pull, pinch, smooth, decorate, roll, clay slab, impression, press, found objects, harden, hard/soft, plaster, reservoir, set, reverse	Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction. Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail. Skills, knowledge and understanding: • develop the use of gummed tape to produce a 3D form • add materials to create detail and embellish the sculpture • form clay slab dish with inlaid designs (different coloured clay) • experiment with clay to produce a coiled clay pot • use key vocabulary: gummed tape, layer, form, decorate, embellish, slab, inlay, coil, roll, surface, spiral	Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. Skills, knowledge and understanding: • use materials other than clay to create a 3D sculpture (tissue bowl, Greek pot/vase) • develop use of clay techniques: shaping, texture, pattern, joining, 'drawing' in 3D • develop casting techniques to research and produce designs for individual work • use key vocabulary: maquette, representation, form, cultures, assemble, positioning, modification