



Stradbroke CE Primary School
Art & Design Skills and Knowledge Progression

	EYFS Reception	KS1	Lower KS2	Upper KS2
Exploring and Developing Ideas	<p>Being Imaginative and Expressive</p> <p>Children can:</p> <ul style="list-style-type: none"> experiment with colour, design, texture, form and function. Share their creations, explaining the process they have used. <p>Key vocab: colour, idea, made, because.</p>	<p>To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; <p>Key vocab: work, work of art, idea, starting point, observe, focus, design, improve.</p>	<p>To develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; <p>Key vocab: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p>To develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> review and revisit ideas in their sketchbooks; offer feedback using technical vocabulary; think critically about their art and design work; use digital technology as sources for developing ideas; <p>Key vocab: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>
Drawing	<p>Creating with Materials</p> <p>Children can:</p> <ul style="list-style-type: none"> safely use and explore a range of pencils, crayons, chalk, pastels and pens including felt tips. <p>Fine Motor Skills</p> <p>Children can:</p> <ul style="list-style-type: none"> hold a pencil effectively in preparation for fluent writing – 	<p>To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; 	<p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects; 	<p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;



	<p>using the tripod grip in almost all cases.</p> <ul style="list-style-type: none"> begin to show accuracy and care when drawing <p>Key vocab: pencil, crayon, wax crayon, chalk, pastel, felt tips, line, straight, curved, wavy.</p>	<ul style="list-style-type: none"> use different materials to draw, e.g. pencils, pastels, chalk, felt tips and charcoal; <p>Key vocab: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space, dark, light, thick, thin, curved, zig-zag, straight, wavy, bold, hard, soft, texture, surface, shapes.</p>	<ul style="list-style-type: none"> use different materials to draw, e.g. pencils, pastels, chalk, felt tips, charcoal and other dry media; show an awareness of space when drawing; <p>Key vocab: portrait, self- portrait, light, dark, thick, thin, hard, soft, pressure, tone, shadow, line, horizontal, vertical, parallel, pattern, texture, repeating, curved, zig-zag, straight, wavy, flowing, jagged, form, shape, tone, outline, hatching, cross-hatching, stippling, blending, tints, tones, experimenting, exploring, pencil control.</p>	<ul style="list-style-type: none"> depict movement and perspective in drawings; use a variety of tools and select the most appropriate; <p>Key vocab: scale, smudge, blend, mark, heavy, portrait, self- portrait, light, dark, mid-tone, thick, thin, hard, soft, pressure, tone, shadow, line, horizontal, vertical, parallel, pattern, texture, form, repeating, curved, zig-zag, straight, wavy, flowing, jagged, form, shape, tone, outline, hatching, cross-hatching, stippling, blending, tints, tones, experimenting, exploring, pencil control, layering, comparison, methods, negative, positive, space, graphite, perspective, shadow, reflection.</p>
<p>Painting</p>	<p>Creating with Materials</p> <p>Children can:</p> <ul style="list-style-type: none"> safely use and explore a range of paints including poster and water colour paint. <p>Fine Motor Skills</p> <p>Children can:</p> <ul style="list-style-type: none"> use a range of small tools, including paintbrushes Key vocab: paint, watercolours, mixing, shade, dark, light, water. 	<p>To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; 	<p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; <p>Key vocab: primary colours, secondary colours, neutral colours, tints, tones, shades, warm colours,</p>	<p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; <p>Key vocab: primary colours, secondary colours, neutral colours, tints, tones, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic</p>



		<p>Key vocab: primary colours, secondary colours, neutral colours, tints, tones, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold, brushstrokes, acrylic paint, mixing, palette, thick, thin, direction, straight, curved, flowing, shape, light, dark, horizontal, vertical, lines, space, shape, pattern,</p>	<p>cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint, mixing, palette, thick, thin, direction, straight, curved, flowing, shape, light, dark, horizontal, vertical, lines, space, shape, pattern, colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, images, compare, contrast, abstract, technique, sgraffito, wet on wet, wash, irregular, surface, texture, landscape, seascape, portrait, observational.</p>	<p>paint, mixing, palette, thick, thin, direction, straight, curved, flowing, shape, light, dark, horizontal, vertical, lines, space, shape, pattern, colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, images, compare, contrast, abstract, technique, sgraffito, wet on wet, wash, irregular, surface, texture, landscape, seascape, portrait, observational, absorb, colour, impressionism, impressionists, layers, vibrant, response, outline, still life, view points, observational.</p>
<p>Printing</p>	<p>Creating with Materials</p> <p>Children can:</p> <ul style="list-style-type: none"> begin to use some different objects including everyday objects (e.g. leaves) to make simple prints. <p>Key vocab: print, nature, paint.</p>	<p>To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> copy an original print; use a variety of materials, e.g. sponges, fruit, blocks; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; <p>Key vocab: primary colours, secondary colours, shape, print, printing, printmaking, printing pad, blocks, surface, darker, lighter, dabbing, rubbing, stamping, pressing, rolling, relief printing, objects, surface.</p>	<p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> use more than one colour to layer in a print; replicate patterns from observations; make printing blocks; make repeated patterns with precision; <p>Key vocab: primary colours, secondary colours, shape, print, printing, printmaking, printing pad, blocks, surface, darker, lighter, dabbing, rubbing, stamping, pressing, rolling, relief printing, collograph, objects, surface, line, pattern, texture, shape, block printing ink, polystyrene printing tiles, inking rollers, raised, mono-printing, pressure, scratching, process, adapt,</p>	<p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> design and create printing blocks/tiles; develop techniques in mono, block and relief printing; create and arrange accurate patterns; <p>Key vocab: primary colours, secondary colours, shape, print, printing, printmaking, printing pad, blocks, surface, darker, lighter, dabbing, rubbing, stamping, pressing, rolling, relief printing, objects, surface, line, pattern, texture, shape, block printing ink, polystyrene printing tiles, inking rollers, raised, mono-printing, pressure, scratching, process, adapt, modify, repeat, flip, rotate, reverse,</p>



			modify, repeat, flip, rotate, reverse, positive, negative	positive, negative, tile, arrange, overlaid.
Collage	<p>Creating with Materials</p> <p>Children can:</p> <ul style="list-style-type: none"> safely use and explore using a variety of materials to create simple collages. <p>Fine Motor Skills</p> <p>Children can:</p> <ul style="list-style-type: none"> use a range of small tools, including scissors <p>Key vocab: collage, materials, cut, stick, scissors, glue.</p>	<p>To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> use a combination of materials that have been cut, torn and glued; sort and arrange materials; add texture by mixing materials; <p>Key vocab: mix, collage, squares, gaps, cut, torn, place, select, sort, arrange, overlapping, sticking, texture, rough, smooth, soft, shiny, dull, light, dark, complementary, primary colours, secondary colours, spiral, adjacent.</p>	<p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> select colours and materials to create effect, giving reasons for their choices; refine work as they go to ensure precision; learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; <p>Key vocab: mix, collage, squares, gaps, cut, torn, place, select, sort, arrange, overlapping, sticking, texture, rough, smooth, soft, shiny, dull, light, dark, complementary, primary colours, secondary colours, spiral, adjacent, shape, form, pattern, mosaic, direction, response, strips, adapt, modify, positive, negative, compare, position, represent, select, materials, refine, precision, tessellation, montage, fix, geometric shapes, develop, enhance, overwork, rework, accurate, mixed media, plan, design.</p>	<p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> add collage to a painted or printed background; create and arrange accurate patterns; use a range of mixed media; plan and design a collage; <p>Key vocab: mix, collage, squares, gaps, cut, torn, place, select, sort, arrange, overlapping, sticking, texture, rough, smooth, soft, shiny, dull, light, dark, complementary, primary colours, secondary colours, spiral, adjacent, shape, form, pattern, mosaic, direction, response, strips, adapt, modify, positive, negative, compare, position, represent, select, materials, refine, precision, tessellation, montage, fix, geometric shapes, develop, enhance, overwork, rework, accurate, mixed media, plan, design.</p>
Sculpture/ 3D	Children can:	To become proficient in sculpting techniques.	To become proficient in sculpting techniques.	To become proficient in sculpting techniques.



	<ul style="list-style-type: none"> • safely use and explore using a variety of materials to create simple sculptures or 3D models. <p>Fine Motor Skills Children can:</p> <ul style="list-style-type: none"> • use a range of small tools, including scissors <p>Key vocab: materials, cut, stick, make, model, 3D, sculpture, scissors, glue, tape.</p>	<p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • use a variety of techniques, e.g. rolling, cutting, pinching; • use a variety of shapes, including lines and texture; <p>Key vocab: sculpture, statue, model, work, work of art, 3D, land art, environment, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric, natural, recycled, manufactured, materials, techniques, rolling, cutting, pulling, pressing, pinching, forming, smoothing, decorate, shapes, lines, texture, line, pattern, beside, next to, between, clay, hard, soft, symbol, represents, surface, imagination.</p>	<p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> • cut, make and combine shapes to create recognisable forms; • use clay and other malleable materials and practise joining techniques; • add materials to the sculpture to create detail; <p>Key vocab: sculpture, statue, model, work, work of art, 3D, land art, environment, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric, natural, recycled, manufactured, materials, techniques, rolling, cutting, pulling, pressing, pinching, forming, smoothing, decorate, shapes, lines, texture, line, pattern, beside, next to, between, clay, hard, soft, symbol, represents, surface, imagination, combine, malleable, joining, construct, embellish, modify, refine, detail, edging, trimmings, cast, mould, base, twisting.</p>	<p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> • plan and design a sculpture; • use tools and materials to carve, add shape, add texture and pattern; • develop cutting and joining skills, e.g. using wire, coils, slabs and slips; • use materials other than clay to create a 3D sculpture; <p>Key vocab: sculpture, statue, model, work, work of art, 3D, land art, environment, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric, natural, recycled, manufactured, materials, techniques, rolling, cutting, pulling, pressing, pinching, forming, smoothing, decorate, shapes, lines, texture, line, pattern, beside, next to, between, clay, hard, soft, symbol, represents, surface, imagination, combine, malleable, joining, construct, embellish, modify, refine, detail, edging, trimmings, cast, mould, base, twisting, plan, design, form, structure, mark, wire, coils, slabs, slips, supported, Modroc, plaster.</p>
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<p>Textiles</p>		<p>To become proficient in other art, craft and design techniques – textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> • show pattern by weaving; • use a dyeing technique to alter a textile’s colour and pattern; • decorate textiles with glue or stitching, to add colour and detail; <p>Key vocab: textiles, fabric, weaving, woven, yarn, wool, thread, over, under, dye, dip dye, fold, wax, resist, crayons, ink, apply, set, pattern, repeat, colour, stitching, decorate, decoration, decorative, attach, embellish, detail, knot.</p>	<p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> • select appropriate materials, giving reasons; • use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; • develop skills in stitching, cutting and joining; <p>Key vocab: textiles, fabric, weaving, woven, yarn, wool, thread, over, under, dye, dip dye, fold, wax, resist, crayons, ink, apply, set, pattern, repeat, colour, stitching, decorate, decoration, decorative, attach, embellish, detail, knot, line, texture, shape, stuffing, thread, needle, design, multiple, layering, lattice, wrapping, knotting.</p>	<p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> • experiment with a range of media by overlapping and layering in order to create texture, effect and colour; • add decoration to create effect; <p>Key vocab: textiles, fabric, weaving, woven, yarn, wool, thread, over, under, dye, dip dye, fold, wax, resist, crayons, ink, apply, set, pattern, repeat, colour, stitching, decorate, decoration, decorative, attach, embellish, detail, knot, line, texture, shape, stuffing, thread, needle, design, multiple, layering, lattice, wrapping, knotting, construction, deconstruction, raised surface, relief, adapt, modify, change, improve.</p>
<p>Work of Other Artists</p>	<p>In the context of learning about the work of other artists, children will be given opportunities to develop their Communication and Language skills.</p> <p>Children can:</p> <ul style="list-style-type: none"> • listen attentively and respond to what they hear about art and artists with relevant questions, comments and actions during whole class discussions and small group interactions; • make comments about what they have heard and seen when exploring artists’ work and ask 	<p>To understand 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> <p>Children can:</p> <ul style="list-style-type: none"> • describe the work of famous, notable artists and designers; • express an opinion on the work of famous, notable artists; • use inspiration from famous, notable artists to create their own work and compare; 	<p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use inspiration from famous artists to replicate a piece of work; • reflect upon their work inspired by a famous notable artist and the development of their art skills; • express an opinion on the work of famous, notable artists and refer to techniques and effect; 	<p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> • give detailed observations about notable artists’, artisans’ and designers’ work; • offer facts about notable artists’, artisans’ and designers’ lives;



	<p>questions to clarify their understanding;</p> <ul style="list-style-type: none">• Participate in small group, class and one-to-one discussions about artists' work, offering their own ideas, using recently introduced vocabulary;• express their ideas and feelings about their artists' work.			
Suggested Artists	<p>Piet Mondrian, Andy Goldsworthy, Pablo Picasso, Vincent Van Gogh and Giuseppe Arcimboldo.</p>	<p>Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.</p>	<p>Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.</p>	<p>Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean-Michel Basquiat, Mary Cassatt.</p>
Suggested Extended Art and design Projects		<p>Printing - Textiles Sculpture</p>	<p>Printing – Fashion Flashbacks topic – block printing Textiles – Fashion Flashbacks topic - weaving, embroidery Sculpture – Greek Pottery</p>	<p>Printing Textiles Sculpture – Masks (Maya)</p>