

## Shillington Lower school (Shillington and Stondon Federation)

### Curriculum map/skills progression grid

Art and Design Skills Progression							
Date		Review date				Subject Leader	
November 2024		November 2025				Natalie Parker	
<p>This document aims to give guidance on the progression of Art and Design skills and knowledge across the year groups. It can also be used to support planning and adapt learning. As children progress across the school, it is expected that they can demonstrate a wider range of independent skills and knowledge in the ___ strands of Art and Design across the curriculum, where appropriate.</p> <p>In Art and Design, like all other subjects, we recognize the importance of other methods and practice of teaching (pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In Art and Design, the following approaches will be used, and be evident in pupil discussion, observations and work in books in order to ensure that the Art and Design learning opportunities are as effective as possible and that pupils progress throughout the year and across the year groups during their Art and Design experiences in school.</p>							
<b>Teaching Sequence in Art and Design (over time).</b>		<ol style="list-style-type: none"> <li>1. <b>Prior learning recap.</b> Look at and recap previous knowledge/skills that are relevant to the new learning.</li> <li>2. <b>Research.</b> Exploration of artists', designers' and crafts-makers' work and share their views.</li> <li>3. <b>Prior learning discussion.</b> Discuss any skills and techniques previously taught that may be relevant to work on this piece of artwork.</li> <li>4. <b>Introduce new techniques.</b> Provide realistic and relevant information.</li> <li>5. <b>Vocabulary.</b> Specify key vocabulary to be used and its meaning.</li> <li>6. <b>Exploration of tools and materials.</b> Show how to use any relevant tools (KS2 to use sketchbooks to record techniques etc in writing.) Opportunities to explore the properties and possibilities of materials.</li> <li>7. <b>Practise skills.</b> Opportunities for the children to work interactively and independently with the teacher acting as facilitator.</li> <li>8. <b>Design.</b> Use sketchbooks to record design ideas using appropriate tools and materials.</li> <li>9. <b>Make.</b> Create art work using design as a starting point. Edit design along the way if necessary.</li> <li>10. <b>Evaluate.</b> Individual and peer reflection on learning. Discussion and written (as appropriate according to year group (see below)</li> </ol>					
Strand	Preschool/EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Developing and Applying ideas. Evaluating and editing work.</b>	<ul style="list-style-type: none"> <li>Use their imagination to create their own ideas.</li> <li>Share their creations, explaining the process they have used.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their ideas and chosen tools</li> <li>Begin to Discuss and evaluate each other's work</li> </ul>	<ul style="list-style-type: none"> <li>Set out ideas in their sketchbooks and use 'annotation'.</li> <li>Begin to Discuss and evaluate each other's work</li> </ul>	<ul style="list-style-type: none"> <li>Make notes in sketchbooks about techniques used by artists.</li> <li>Suggest improvements in note form.</li> <li>Begin to Use sketchbooks to compare and discuss ideas with others.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use notes, annotations and ideas in sketchbooks to adapt and improve their original ideas.</li> <li>Begin to Use sketchbooks to compare and discuss ideas with others.</li> </ul>	<ul style="list-style-type: none"> <li>Keep notes in sketch books about how they might develop their work further.</li> <li>Use sketchbooks to compare and discuss ideas with others.</li> </ul>	<ul style="list-style-type: none"> <li>Keep detailed notes explaining ideas.</li> <li>Adapt and refine work to reflect its meaning and purpose.</li> <li>Use sketchbooks to compare and discuss ideas with others.</li> </ul>
<b>History of Art</b>	<ul style="list-style-type: none"> <li>Explore and name an artist based on interests</li> <li>Drawing on past experiences – e.g. remembering when they mixed colours</li> <li>Name some key artists.</li> <li>Recognise a range of paintings.</li> <li>Explore colour and texture within art work.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>Research relevant artists and place them in time period.</li> <li>Know facts about chosen artists and paintings.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>Research relevant artists and place them in time period.</li> <li>Know facts about chosen artists/paintings.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>Research/discuss range of artists from given artistic era.</li> <li>Know details of artist and relevance to time period.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>Research/discuss range of artists from given artistic era.</li> <li>Know details of artist and relevance to time period.</li> </ul>	<ul style="list-style-type: none"> <li>Relate artists to periods of time studied in history.</li> <li>Ask and answer questions based on relevant artists.</li> <li>Compare and contrast work from artists from similar artistic eras.</li> <li>Begin to develop art appreciation.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Compare and contrast artwork from different artists and understand their influence on society.</li> <li>Develop art appreciation.</li> </ul>

<p><b>Drawing</b></p>	<ul style="list-style-type: none"> <li>• <i>Begin to make marks and put meanings to their drawings</i></li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with design, texture and form.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of tools (e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk etc.)</li> <li>• Name match and draw lines/marks from observations (e.g. bold, thin, wavy, straight, broken, zigzag etc.)</li> <li>• Investigate textures (e.g. smooth, rough, crinkly, bumpy, shiny, soft, hard etc.) by describing, naming, rubbing and copying.</li> <li>• Investigate tone by drawing light/dark lines, patterns and shapes and use different pencil grades.</li> <li>• Draw shapes from observations and begin to recognize shapes used in art work.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use a variety of tools and begin to make own choices about the best tool for the task.</li> <li>• Begin to develop their use of different lines and marks in their artwork and explain their choices.</li> <li>• Continue to explore textures and their uses in their work.</li> <li>• Evaluate different textures and their uses in their work.</li> <li>• Begin to select different patterns for purpose and continue to explore the use of light/dark lines, patterns and shapes.</li> <li>• Name tones (e.g. bright, pale, light, dark, deep etc.)</li> <li>• Identify shapes in art work and discuss how they have been used.</li> <li>• Draw shapes from observation and memory.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements (e.g. charcoal, pastels, pencil, crayon, chalk, pens etc.)</li> <li>• Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>• Apply colour and tone in drawing and sketching in a simple way.</li> <li>• Begin to show an awareness of objects having a third dimension within drawings.</li> <li>• Show increasing control.</li> <li>• Draw for a sustained period of time at their own level.</li> <li>• Plan, refine and alter their drawings as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Make informed choices in drawing including paper and media.</li> <li>• Begin to explore relationships between line and tone, pattern and shape, line and texture.</li> <li>• Use tone and shading when drawing to begin to add depth to their artwork.</li> <li>• Continue to develop awareness of objects in 3D within drawings and how they can show this in their work.</li> <li>• Begin to investigate proportion, emotion and expression.</li> <li>• Show increasing control.</li> <li>• Alter and refine drawings and describe changes using art vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of source material for their work.</li> <li>• Explore the potential properties of line, tone, pattern, texture, colour and shape with increasing confidence. <i>(techniques)</i></li> <li>• Use proportion, emotion and expression with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate a variety of ways to make different marks with dry and wet media.</li> <li>• Manipulate and experiment with line, tone, pattern, texture, form, space, colour and shape and select the best methods for a required purpose (e.g. using pens to record minute detail, layering colours with pencil to create depth of colour and tone, blending, overlaying and smudging pastels/charcoals to create soft backgrounds etc.) <i>(applying techniques for particular purposes)</i></li> <li>• Use and manipulate the elements of proportion, emotion and expression with confidence.</li> </ul>
<p><b>Painting</b></p>	<ul style="list-style-type: none"> <li>• <i>Begin to use a variety of different size brushes</i></li> <li>• <i>Begin to put meaning to their paintings</i></li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture.</li> </ul>	<p><u>BRUSH SKILLS</u></p> <ul style="list-style-type: none"> <li>• Begin to hold a brush correctly and use different types and sizes of brush.</li> <li>• Begin to use a paint brush to: dab, smooth, wash, sponge, stipple, stroke</li> <li>• Begin to load a brush with the correct amount of paint and choose the correct brush size.</li> <li>• Begin to use different brush types to make different marks: lines, blobs, dashes etc.</li> <li>• <u>COLOUR SKILLS</u></li> <li>• Begin to control paint and water to mix paint of different thicknesses.</li> <li>• Identify primary colours by name</li> <li>• Mix primary colours and tones</li> <li>• <u>OTHER</u></li> <li>• Explore creating texture with paint by mixing in other materials such as sawdust, sand, PVA etc.</li> </ul>	<p><u>BRUSH SKILLS</u></p> <ul style="list-style-type: none"> <li>• Hold a brush correctly and use different types and sizes of brush.</li> <li>• Use a paint brush to: dab, smooth, wash, sponge, stipple, stroke</li> <li>• Load a brush with the correct amount of paint and choose the correct brush size.</li> <li>• Use different brush types to make different marks: lines, blobs, dots, dashes etc.</li> <li>• <u>COLOUR SKILLS</u></li> <li>• Control paint and water to mix paint of different thicknesses.</li> <li>• Identify secondary colours by name</li> <li>• Mix secondary colours and tones</li> <li>• <u>OTHER</u></li> <li>• Begin to experiment with tools and techniques to create different effects (e.g. layering, mixing media, scraping etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use and combine previously learnt brush skills for specific purposes.</li> <li>• <u>COLOUR SKILLS</u></li> <li>• Mix a range of colours, shades and tones and know which primary colours make secondary colours.</li> <li>• Use a developed colour vocabulary.</li> <li>• <u>OTHER</u></li> <li>• Experiment with different textures and effects (e.g. blocking in colour, washes, layering, brush size and thickened paint.)</li> <li>• Begin to work confidently with different scales (e.g. small brush on small picture)</li> </ul>	<ul style="list-style-type: none"> <li>• Use previously learnt brush skills with confidence and for specific purposes.</li> <li>• <u>COLOUR SKILLS</u></li> <li>• Make and match colours, shades and tones with increasing accuracy.</li> <li>• Use more specific colour language (e.g. tint, tone, shade, hue)</li> <li>• <u>OTHER</u></li> <li>• Begin to make choices about which paints and implements to use for their art work.</li> <li>• Continue to explore the use of texture and effects with paint according to what they need for the task.</li> <li>• Begin to show increasing independence and creativity with the painting process.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use previously learnt brush skills with confidence and for specific purposes.</li> <li>• <u>COLOUR SKILLS</u></li> <li>• Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>• <u>OTHER</u></li> <li>• Make confident choices about which paints and implements to use for their art work.</li> <li>• Work independently and confidently with the painting process.</li> <li>• Begin to use preliminary studies to test media and materials.</li> <li>• Create imaginative work from a variety of provided sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use a variety of brush skills with confidence and for specific purposes.</li> <li>• <u>COLOUR SKILLS</u></li> <li>• Create shades and tints using black and white.</li> <li>• <u>OTHER</u></li> <li>• Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>• Continue to work independently and confidently with the painting process.</li> <li>• Carry out preliminary studies, test media and materials and mix appropriate colours.</li> <li>• Work from a variety of sources including those researched independently.</li> <li>• Begin to show an awareness of how paintings are created (composition)</li> </ul>

<p><b>Sculpture 3D</b></p>	<ul style="list-style-type: none"> <li>• <i>Strengthening finger muscles with exploration of playdough, clay, tapes, etc.</i></li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate malleable materials for a purpose in a variety of ways (e.g. kneading, rolling, shaping etc.)</li> <li>• Explore sculpture with a range of malleable media (especially clay if possible)</li> <li>• Experiment with, construct and join recycled, natural and man-made materials.</li> <li>• Understand the safety and basic care of materials and tools.</li> <li>• Explore shape and form.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate malleable materials (clay if possible) for a variety of purposes, such as thumb pots, simple coil pots and models</li> <li>• Continue to understand the safety and basic care of materials and tools.</li> <li>• Experiment with, construct and join recycled, natural and man-made materials more confidently.</li> <li>• Change the surface of a malleable material (e.g. build a textured tile)</li> </ul>	<ul style="list-style-type: none"> <li>• Join clay adequately and work reasonably independently.</li> <li>• Construct a simple clay base for extending and modelling other shapes.</li> <li>• Plan, design and make a model/sculpture</li> <li>• Create models/sculptures using different materials such as wood, papier-mache, recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Make informed choices about the 3D technique chosen.</li> <li>• Show an understanding of shape, space and form.</li> <li>• Plan, design, make and adapt models/sculptures.</li> <li>• Use a variety of materials.</li> <li>• Talk about their work, using language appropriate to the task, materials and tools used.</li> </ul>	<ul style="list-style-type: none"> <li>• Use recycled, natural and manmade materials to create sculpture.</li> <li>• Have a good understanding of the properties and abilities of materials they might use before planning a project.</li> <li>• Understand that sculpture can be made through construction (adding) or carving (taking away)</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop skills in using clay including slabs, coils, slips etc.</li> <li>• Create sculpture and constructions with increasing independence.</li> <li>• Continue to have a good understanding of the properties and abilities of materials they might use before planning a project.</li> <li>• Continue to understand that sculpture can be made through construction (adding) or carving (taking away) and be able to use both processes.</li> <li>• Begin to experiment with mixing materials when sculpting.</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> </ul>
<p><b>Printing &amp; collage</b></p>	<p><u>PRINTING</u></p> <ul style="list-style-type: none"> <li>• <i>Use a variety of media to print and make marks</i></li> <li>• Begin to be interested in and describe the texture of things.</li> <li>• Create a simple stamp and use this to produce repeating patterns.</li> </ul> <p><u>COLLAGE</u></p> <p><i>Show curiosity about different textures (e.g. rough, smooth, soft, sticky)</i></p> <p><i>Respond to sensory experiences or gestures (e.g. laughing at soft textures or withdrawing from sticky ones)</i></p> <p><i>Manipulating materials (such as tearing paper, scrunching, glue sticking)</i></p> <p>Begin to be interested in and describe the texture of things</p>	<p><u>PRINTING</u></p> <ul style="list-style-type: none"> <li>• Make marks in print with a variety of objects, including natural and man-made objects.</li> <li>• Make rubbings.</li> <li>• Build a repeating pattern and recognize pattern in the environment.</li> </ul> <p><u>COLLAGE</u></p> <ul style="list-style-type: none"> <li>• Fold, crumple, tear and overlap media.</li> </ul>	<p><u>PRINTING</u></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques such as carbon printing, relief, press and fabric printing and rubbings.</li> <li>• Design patterns of increasing complexity and repetition.</li> <li>• Print using a variety of materials and objects.</li> </ul> <p><u>COLLAGE</u></p> <ul style="list-style-type: none"> <li>• Sort and group materials for different purposes (e.g. colour or texture)</li> </ul>	<p><u>PRINTING</u></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques including layering.</li> <li>• Explore pattern and shape, creating designs for printing.</li> <li>• Print using a variety of materials and objects.</li> <li>• Talk about the processes used to produce a simple print.</li> </ul> <p><u>COLLAGE</u></p> <ul style="list-style-type: none"> <li>• Experiment with a range of collage techniques such as tearing, layering and overlapping</li> </ul>	<p><u>PRINTING</u></p> <ul style="list-style-type: none"> <li>• Research, create and refine a print using a variety of techniques.</li> <li>• Use a variety of techniques including resist printing (eg marbling, silkscreen and cold water paste)</li> <li>• Select broadly the kinds of material to print with in order to get the effect they want.</li> </ul> <p><u>COLLAGE</u></p> <ul style="list-style-type: none"> <li>• Use different techniques to create images and represent textures (tearing, overlapping, layering etc)</li> </ul>	<p><u>PRINTING</u></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques and be able to explain a few, such as the use of poly-blocks, relief, mono and resist printing.</li> <li>• Choose the printing method appropriate to the task.</li> <li>• Build up layers and colours/textures.</li> <li>• Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>• Choose inks and overlay colours.</li> </ul> <p><u>COLLAGE</u></p> <ul style="list-style-type: none"> <li>• Choose collage as a means of extending work already achieved.</li> <li>• Collect visual information from a variety of sources describing with vocabulary based on the visual and tactile elements.</li> </ul>	<p><u>PRINTING</u></p> <ul style="list-style-type: none"> <li>• Use and describe varied techniques.</li> <li>• Be familiar with layering prints.</li> <li>• Be confident with printing on paper and fabric.</li> <li>• Alter and modify work.</li> <li>• Work relatively independently.</li> </ul> <p><u>COLLAGE</u></p> <ul style="list-style-type: none"> <li>• Use a range of media to create collage.</li> <li>• Use different techniques, colours and textures when designing and making pieces of work.</li> <li>• To be expressive and analytical when adapting, extending and justifying their work.</li> <li>• Have a good understanding of the potential uses of different materials.</li> </ul>