



Flamborough C.E (VC) Primary School
Art and Design Progression of knowledge and Skills 2022-2024



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Other art and craft techniques	<p>Collage- Produce a piece of artwork incorporating layers, e.g. a collage of different images cut and stuck together</p> <p>To use resources to join things together and combine materials</p> <p>To manipulate materials to achieve a planned effect</p> <p>Colour texture</p>	<p>Collage- With support create a piece of artwork using paper weaving, layering and/or multi-faceted pieces as a collage using natural and man-made materials</p> <p>To begin to use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p> <p>Weaving - with support to begin to weaving paper using a warp and welf.</p> <p>Colour texture</p>	<p>Collage- Create a piece of artwork using paper weaving, layering and/or multi-faceted pieces as a collage using natural and man-made materials</p> <p>To use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p> <p>Weaving - To improve their ability to weave paper using warp and welf independently.</p> <p>Colour texture</p>	<p>Collage- Create a piece of artwork as a collage to incorporate mixed media including paper, card, textiles, etc. and applying prior learnt skills of layering, paper or fabric weaving</p> <p>Mosaic- to begin to carefully place pieces to create an overall picture</p> <p>Colour texture</p>	<p>Collage- Use different techniques and skills, making informed choices about mixed media, colours, textures etc. to design and make a piece of collage artwork</p> <p>Mosaic- refine their technique as they go to ensure precision</p> <p>Colour texture</p>	<p>Collage- Create a collage piece of artwork that incorporates prior learning and consciously arranging materials to depict meaning and skill</p> <p>Weaving- weave paper and other materials using warp and welf</p> <p>Embroidery- with some support be able to thread a needle</p> <p>To be begin to use running stich, cross stich and line stich</p> <p>Colour texture</p>	<p>Collage- Create using inspiration from a craftspeople make a piece of artwork that incorporates prior learning and consciously arranging materials to depict meaning and skill</p> <p>Weaving- Weaving- weave paper and other materials using warp and welf independently</p> <p>Embroidery- to be able to thread a needle</p> <p>To confidently use running stich, cross stich and line stich</p> <p>Colour texture</p>
Drawing	<p>To explore mark marking</p> <p>To create simple representations of events, people and objects</p> <p>Draw a very simple self portrait</p> <p>Line, space texture</p>	<p>Explore mark making to include line and simple patterns and 2D shape</p> <p>Draw a portrait including improved position of features of face, eyes, nose, ears, mouth and hair</p> <p>To be able to make simple observational drawings</p> <p>Line space texture</p>	<p>To be able to make simple observational drawings noticing finer details.</p> <p>Draw a portrait including improved position and more detail of features for face, eyes, nose, ears, mouth and hair</p> <p>To be able to make simple observational drawings with a few details</p> <p>Line space texture</p>	<p>To be able to make simple observational drawings which include some finer details.</p> <p>Draw a portrait including improved position and some detail of the features of the face</p> <p>Line space texture</p>	<p>To be able to make simple observational drawings which include finer details.</p> <p>Draw a portrait including accurate position and greater detail of the features of the face such as freckles</p> <p>Line space texture</p>	<p>To be able to produce observational drawing which include finer detail</p> <p>Draw a portrait with accurate positioning of features adding in shading and detail</p> <p>Line space texture</p>	<p>To be able to produce observational drawing which include finer detail which look true to real life</p> <p>Draw an accurate portrait to include all features proportioned with detail and shading</p> <p>Line space texture</p>
Painting	<p>To be able to use a range of methods to apply paint</p> <p>Experiment with colour mixing to achieve different colour outcomes</p> <p>Colour texture</p>	<p>To be able to use a range of methods to apply paint with increasing accuracy</p> <p>Create secondary colours using primary colours</p> <p>Experiment with shade and tone</p> <p>Colour texture</p>	<p>To be able to mix paint</p> <p>Create a colour wheel to include primary (red, yellow and blue) and secondary colours (green, orange and purple)</p> <p>Experiment with shade and tone</p> <p>Colour texture</p>	<p>To begin to mix paint to make a required colour</p> <p>Create a colour wheel using primary, secondary and tertiary colours, plus know cool and warm colours and the emotion response to colour</p> <p>Colour texture</p>	<p>To be able to mix paint to make a required colour.</p> <p>Create a colour wheel using primary, secondary and tertiary colours plus a range of lighter and darker tones and shades</p> <p>Colour texture</p>	<p>To be able to alter the shade and tone of a colour</p> <p>Create a colour palettes using include primary, secondary, tertiary, hues, tones and shades</p> <p>Colour texture</p>	<p>To be able to create their own paint pallet by mixing paints thinking about shade and tone</p> <p>create and explain a detailed colour palettes to include primary secondary, tertiary, hue, tone, shade, complimentary, harmonious</p> <p>Colour texture</p>
Sculpting	<p>Use play dough, salt dough, plasticine, clay, etc. to create simple sculptures and 3D forms using various associated tools with care</p> <p>To use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</p> <p>Space texture</p>	<p>To begin to manipulate clay for a variety of purposes, including making Diwali lamps and clay portraits plus understanding the safety and basic care of the materials and tools</p> <p>To use a variety of techniques, e.g. rolling, cutting, pinching;</p> <p>Space texture</p>	<p>Manipulate clay for a variety of purposes, including making Diwali lamps and clay portraits plus understanding the safety and basic care of the materials and tools</p> <p>To use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p> <p>Space texture</p>	<p>Begin to make informed choices using clay, mod-roc and/or wire to produce a piece of sculpture that considers the shape, space, form and structure, whilst developing use of the various associated tools</p> <p>To cut, make and combine shapes to create recognisable forms;</p> <p>Space texture</p>	<p>Make informed choices using clay, mod-roc and/or wire to produce a piece of sculpture that considers the shape, space, form and structure, whilst developing use of the various associated tools</p> <p>To use clay and other malleable materials and practise joining techniques;</p> <p>Space texture</p>	<p>Make informed choices and apply my 3D sculpting techniques using clay including slabs, coils, slips, etc. and/or mod-roc and/or wire to create sculpture constructions showcasing some developed skills</p> <p>Space texture</p>	<p>Make informed choices and apply my 3D sculpting techniques using clay including slabs, coils, slips, etc. and/or mod-roc and/or wire to create sculpture constructions showcasing developed skills</p> <p>Space texture</p>



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Printing	Printing- copy an original print and then create their own To explore printing with found objects <i>texture</i>	Use a variety of materials, e.g. sponges, fruit, blocks To extend repeating patterns <i>texture</i>	Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing To create a range of prints and can identify these in their environment. <i>texture</i>	To begin to create accurate print designs <i>Line texture</i>	To create accurate print designs <i>Line texture</i>	Make printing blocks and begin to combine these to make an overall image To create a print that meets a given criteria <i>Line texture</i>	Make more precise printing blocks and begin to combine these to make an overall image To create a print that meets a given criteria and make decisions about its effectiveness. <i>Line texture</i>
Techniques and Sketch books	To selects tools and techniques needed to shape, assemble and join materials they are using. To choose particular colours to use for a purpose.	To select particular techniques to create a chosen product	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	To be able to use a sketchbook to record initial ideas observations.	To be able to use a sketchbook to record observations, for experimenting with techniques or planning ideas.	To be able to use a sketchbook to record observation, for experimenting with techniques and to plan, review and revisit ideas.	To be able to use a sketchbook to record observation, for experimenting with techniques and to plan, review and revisit ideas, while refining his/her use of learnt techniques.
Evaluation and analysis	To be able to say what they like and dislike about an artist's work	To be able to say what they like and dislike about an artist's work To begin to say what they like and dislike about their own work	To be able to say what they like and dislike about their own work	To be begin to evaluate works of art using the correct technical language	To be able to evaluate works of art using the correct technical language	To begin to evaluate works of art against a certain criteria, using the correct technical language	To be able to evaluate works of art against a certain criteria, using the correct technical language
The work of artists	To describe what they see/like about an artist work.	To know about the work of a range of artists, craft makers and designers.	To know 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.	To know about some of the great artists, architects and designers in history.	To describe some of the key ideas, techniques and working practises of artists, architects and designers who he/she has studied.	To research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.	To describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.

The substantive knowledge of art; *line*, *space*, *colour* and *texture* are mapped throughout the curriculum. This ensures children revisit and learn though experience and experimentation the key concepts of art. This enables them to become more skilled artists, craftspeople and designers.