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# Hollinswood Primary School and Nursery

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## Art and Design Skills and Knowledge Progression grid

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2019-2020

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### What is Art and design?

Art and design education equips pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

## Knowledge

EYFS	
Year 1	<ul style="list-style-type: none"> <li>• Experiment with different materials to design and make products</li> <li>• Uses artwork to record ideas, observations and experiences</li> <li>• Knows the names of tools, techniques and elements that he/she uses</li> <li>• Explain what he/she likes about the work of others</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Select techniques to create a chosen product and develop some care and control over materials and their use</li> <li>• Try out different activities and make sensible choices about what to do next</li> <li>• Knows that different artistic works are made by craftspeople from different cultures and times</li> <li>• Gives reasons for his/her preferences when looking at art/craft or design work</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</li> <li>• Experiment with different materials to create a range of effects and use these techniques in the completed piece of work</li> <li>• Explain what he/she likes or dislikes about their work</li> <li>• Know about some of the great artists, architects and designers in history and describe their work</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork</li> <li>• Use taught technical skills to adapt and improve his/her work</li> <li>• Articulate how he/she might improve their work using technical terms and reasons as a matter of routine</li> <li>• Describe some of the key ideas, techniques and working practices of artists and designers who he/she has studied</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Develop different ideas which can be used and explain his/her choices for the materials and techniques used</li> <li>• Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work</li> <li>• Evaluate his/her work against their intended outcome</li> <li>• Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Refine his/her use of learnt techniques</li> <li>• Adapt his/her own final work following feedback or discussion based on their preparatory ideas</li> <li>• Select ideas based on first hand observations, experience or imagination and develop these through open ended research</li> <li>• Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</li> <li>• Explain and justify different styles and artists.</li> </ul>

## Skills/techniques

### Drawing

EYFS	Enjoys making marks on variety of papers Experiments with colours and design.	
Year 1	Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines Explore mark making using a variety of tools	portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space
Year 2	Experiment with tones using pencils, chalk, or charcoal Represent things observed, remembered, or imagined using colour/tools Uses a variety of techniques including carbon printing, relief, press and fabric printing and rubbings	portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space
Year 3	Explore shading, using different media Understand and identify key aspects such as complementary colours, colours as tone, warm and cold colours	portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.
Year 4	Draws familiar objects with correct proportions Plan a sculpture through drawing and other preparatory work Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques	portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.
Year 5	Use line, tone and shading to represent things seen, remembered or imagined in three dimensions Return to work over longer periods of time and use a wider range of materials	line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
Year 6	Begin to develop an awareness of composition, scale and proportion in their work Use simple perspective in their work using a single focal point and horizon Create intricate printing patterns by simplifying and modifying sketchbook designs	line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

## Painting

EYFS	Enjoys making marks on a variety of papers Experiments with colours and design	
Year 1	Make marks in print using found objects and basic tools and use these to create repeated patterns Explore mark making using a variety of tools	primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.
Year 2	Represent things observed, remembered or imagined using colour/tools	primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.
Year 3	Understand and identify key aspects such as complementary colours, colours as tone, warm and cold colours Create printing blocks using relief or impressed techniques	colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.
Year 4	Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes Use a variety of techniques e.g. marbling, silkscreen and cold water paste	colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.
Year 5	Mix colours to express mood, divide foreground from background or demonstrate tones Returns to work over longer periods of time and use a wide range of materials	blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
Year 6	Use techniques, colours, tones and effects in an appropriate way to represent things seen – brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices	blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

### 3D work

Year 3	Compare and recreate form of natural and manmade objects	rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.
Year 4	Plan a sculpture through drawing and other preparatory work (and then create sculpture)	rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.
Year 5	Develops skills in using clay including slabs, coils and slips	form, structure, texture, shape, mark, soft, join, tram, cast.
Year 6	Produce intricate patterns and textures in a malleable media	form, structure, texture, shape, mark, soft, join, tram, cast.

### Collage

EYFS	Handles different materials Explores a range of tools and techniques, experimenting with design, texture, form and function	
Year 1	Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines Sort, cut and shape fabrics and experiment with ways of joining them	collage, squares, gaps, mosaic, features, cut, place, arrange.
Year 2	He/she is able to make textured collages from a variety of media by folding/crumpling and tearing materials	collage, squares, gaps, mosaic, features, cut, place, arrange.
Year 3	He/she is able to create a collage using overlapping and layering	texture, shape, form, pattern, mosaic.
Year 4	Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques	texture, shape, form, pattern, mosaic.
Year 5	Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures	shape, form, arrange, fix.
Year 6	Designs an artefact, using knowledge of techniques, for a specific outcome	shape, form, arrange, fix.

## Printing

EYFS	Random experimental printing with hands, feet or any found materials	
Year 1	Uses one colour of paint or ink to create patterns; random or organised Extends repeating patterns – overlapping, using 2 contrasting colours etc.	colour, shape, printing, printmaking, woodcut, relief printing, objects.
Year 2	Explored and recreates patterns and textures with an extended range of materials. E.g. sponges, leaves, fruit Creates a range of prints and can identify prints in their own environment Explores images through mono-printing on a variety of papers	colour, shape, printing, printmaking, woodcut, relief printing, objects.
Year 3	Explores images recreating texture using wallpaper, string, polystyrene etc. Explores colour mixing through printing, using 2 colours and a variety of materials Using printing to represent the natural environment	line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.
Year 4	Compares own image and pattern making with that of a well-known artist for example William Morris	line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.
Year 5	Makes connections between own work and patterns in their local environment Recreates images/scenes through relief printing using card/polystyrene	Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;
Year 6	Designs prints for fabric book/wallpapers etc. Experiments with approaches used by other artists	Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;

## Textiles

Year 3	Handles and manipulates materials such as threads, wool, raffia, grass etc Safely use and explore a variety of materials, tools and techniques	pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.
Year 4	Is aware of colour, texture and shape Sorts, collects, discusses and pulls apart cloths and threads	pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.
Year 5	Stitches and cuts threads and fibres Simple weaving with strong wool through stiff card using two colours Weaves paper, progressing from two to three colours to create a pattern	colour, fabric, weave, pattern
Year 6	Is able to discriminate between materials to create a specific texture Prints on fabrics Simple stitching – using long needles to make straight stitches	colour, fabric, weave, pattern

## Evaluate

EYFS		
Year 1	Explain what he/she likes about the work of other	work, work of art, idea, starting point, observe, focus, design, improve
Year 2	Gives reasons for his/her preferences when looking at art/craft or design work	work, work of art, idea, starting point, observe, focus, design, improve
Year 3	Explains what he/she likes or dislikes about their work	line, pattern, texture, form, record, detail, question, observe, refine.
Year 4	Articulate how he/she might improve their work using technical terms and reasons as a matter of routine	line, pattern, texture, form, record, detail, question, observe, refine.
Year 5	Evaluate his/her work against their intended outcome	sketchbook, develop, refine, texture, shape, form, pattern, structure.
Year 6	Explain and justify preferences towards different styles and artists	sketchbook, develop, refine, texture, shape, form, pattern, structure.

