



Higham Primary School Progression of Knowledge and Skills – Art and Design

Intent
At Higham, our art curriculum aims to inspire pupils to become confident, curious and reflective artists who develop both their creativity and technical knowledge. Children are given opportunities to generate, develop and refine their ideas, record their observations and experiences, and respond thoughtfully to the work of artists, designers and craft makers from a range of cultures, periods and traditions. They become increasingly confident and proficient in drawing, painting, sculpture and a range of other art, craft and design disciplines, including collage, printing and weaving. Through carefully sequenced learning, pupils develop their understanding of artistic processes, materials and techniques alongside the appropriate subject-specific vocabulary needed to discuss, analyse and evaluate works of art. As their knowledge and skills build progressively over time, pupils develop curiosity, resilience and confidence as independent artists.
Implementation
Our curriculum is sequenced in such a way that pupils revisit and build upon previously taught knowledge and skills as they progress through the school. Each year group explores a range of themes, artists, designers and craft makers that broaden pupils' understanding of art and design across different cultures and historical periods. Carefully planned teaching enables pupils to develop increasing control and confidence when selecting and using materials, media and techniques. Sketchbooks are used throughout the creative process to explore, experiment with, refine and evaluate ideas before producing final outcomes. Pupils are encouraged to make informed artistic choices, explain their thinking and reflect upon their own work and that of others using increasingly sophisticated artistic vocabulary. Through their studies, pupils understand how art and design both reflect and shape history, culture and society.
Impact
Pupils develop an appreciation of art and design and the confidence to express themselves creatively. They demonstrate knowledge of the artists, designers, craft makers, techniques and processes studied, making connections between new and prior learning. Pupils use subject-specific vocabulary accurately when discussing, analysing and evaluating artwork, including their own. They show increasing independence in selecting appropriate materials and techniques and demonstrate resilience by refining and improving their work throughout the creative process. The high quality of pupils' sketchbooks and finished pieces reflects the progression of knowledge, skills and creativity across the curriculum. Creativity through art, craft and design is valued and celebrated throughout the school community.



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	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Early Learning Goals / National Curriculum	EAD – Creating with Materials; • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. PD – Fine Motor; • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.	<i>Pupils should be taught to:</i> • use a range of materials creatively to design and make products • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • develop a wide range of art and design • techniques in using colour, pattern, texture, line, shape, form and space • 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		<i>Pupils should be taught to:</i> • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) • about great artists, architects and designers in history			
Skills and Techniques Creating Ideas	• Develop prewriting shapes to then create representations of people and objects • Explore and use a range of colours, using colours for a purpose. • Experiment with different textures • Explore using different tools e.g. scissors and paintbrushes	• Work from observation and known objects • Use imagination to form simple images from given starting points or a description • Begin to collect ideas in sketchbooks or similar • Begin to think about what materials best suit the task		• Develop sketch books • Use a variety of ways to record ideas including sketch books and digital photography • Begin to use artistic vocabulary to discuss work • Begin to suggest improvements to own work • Experiment with a wider range of materials • Present work in a variety of ways		• Select and develop ideas, using suitable materials confidently • Improve quality of sketchbook with mixed media work and annotations • Select own images and starting points for work • Develop artistic vocabulary when talking about own work and that of others • Explore possibilities, using and combining different styles and techniques	



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Skills and Techniques Drawing / Mark Making	- Develop drawing prewriting shapes - Experiment with a range of media: pencils, crayons, chalks - Begin to represent people and objects within our drawings	- Experiment with a range of media: pencils, crayons, pastels, chalks - Name, match and draw lines and marks from observation - Working from memory and imagination use line to create patterns and represent objects seen, remembered or imagined working spontaneously and expressively - Observe and draw shapes from observation - Make large and small scale observational drawings - Look at objects from different angles	- Can use drawing tools with increased control to represent observations or memories - Experiment with tone by drawing light and dark lines, light and dark patterns and light and dark shapes – using different grades of pencils as well as different amounts of pressure - Begin to investigate shading techniques, experimenting with light and dark - Make line and shape drawings adding light and dark tone, colour and features - Experiment with chalk and charcoal - Use a viewfinder to select a section of a view or image and record what is selected in the frame	- Make marks and lines with a wide range of drawing implements – charcoal, pastel, chalk, pencil - Experiment with ways in which surface detail can be added to drawings - Experiment with different grades of pencil to create lines and marks - Experiment with different grades of pencils to draw different forms and shapes - Explore shading with different media to achieve a range of light and dark tones, black to white - Apply simple use of pattern and texture in a drawing	- Begin to show in their drawings that objects have a third dimension - Can use different grades of pencils and other drawing implements to achieve variation in tone - Apply tone to a drawing in a simple way - Experiment with different shading techniques of hatching and cross hatching	- Work from a range of sources including observation and photographs - Work in an independent way to create drawings - Begin to use simple perspective in their work using a single focal point and horizon - Begin to show an awareness of proportion in drawing figures - Investigate how shadow can be shown when drawing objects - Experiment with different shading techniques of hatching, cross hatching, scrumbling, stippling and blending/smudging	- Work from a range of sources including observation and photographs - Create detailed drawings with greater accuracy - Develop close observational skills using view finders - Use different techniques for different purposes e.g. shading, hatching etc - Develop a greater awareness of scale and proportion in their drawings of objects, figures and landscapes - Use a variety of dry and wet media to make marks, lines, patterns, textures and shapes
Skills and Techniques Working with Colour	- Begin to use colours for a purpose e.g. blue for the sky, green for the grass - Experiment with exploring colours with different materials e.g. paint, pencils, crayons	- Experiment with painting with different brushes - Name the primary colours and identify them on a colour wheel - Mix primary colours to make secondary	- Begin to control the types of marks made with a range of painting techniques e.g. layering, adding texture - Select and use different brushes to explore and make marks of different	- Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects - Experiment with applying colour in	- Explore complementary colours – colours opposite each other on the colour wheel - Use light and dark to show understanding of complementary colours.	- Confidently control types of marks made and experiment with different effects and textures - Mix and match colours to create atmosphere and light effects.	- Mix colour, shades, tints and tones with confidence and to achieve an intended effect - Choose the type of medium and tools to use for a particular purpose



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	Explore mixing different colour paints and know some of the primary colour mixes to make secondary colours	colours, predicting resulting colours - Explore lightening and darkening paint without the use of black or white - Experiment with different types of paint – powder, ready mix - Create textured paint by adding sand, sawdust etc ...	thicknesses and using wet and dry paint techniques - Mix paint to make secondary colours, adding them to the colour wheel - Explore adding white to a colour to make tints - Explore adding black to a colour to make shades - Work on different scales. - Use a brush to produce marks appropriate to work e.g. small brush for small marks	different ways e.g. stippling, scratching - Use light and dark when painting, mixing shades and tints with increasing confidence and for particular effects - Embed understanding of the colour wheel and mix colours appropriate to the task independently - Experiment with creating tones - Work on different scales, selecting suitable brush size and type - Introduce watercolour paints to create backgrounds - Experiment with different types of paint	- Investigate how artists use warm, cool and complementary colours - Mix tints and shades with increasing confidence - Look at how artists paint foregrounds and backgrounds for perspective - Compose own pieces using foreground and background - Work with increasing detail, using appropriate brushes	- Mix colours, shades, tones and tints with confidence - Start to develop a painting from a drawing - Experiment with applying acrylic paints using a variety of tools to create different textures and finishes	- Use watercolour paints, inks and small brushes to develop detail - Create a painting from a drawing - Compose pieces using fore, mid and background
Skills and Techniques Printing	- Print with a range of hard, soft and natural materials e.g. stamps, cubes, pens, sponges, conkers, leaves - Create rubbings of natural materials	- Print with a range of hard and soft materials e.g. corks, pens, cotton reels, sponges - Take rubbings to develop understanding of textured prints and patterns - Create textured prints and patterns - Create repeating patterns		- Explore lines, marks, and shapes through mono-printing (using foil printing) - Experiment with additive and incised relief printing - Work in greater detail when creating a relief printing block using either the additive or incised method			- Create designs for prints by simplifying initial drawings/sketches - Extend printing methods using lino printing - Through printing, show increasing use of tools to control line, shape, texture and tone - Colour mix through printing, create prints



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		- Create simple relief printing blocks e.g. with string and card - Make simple monochrome prints - Experiment with overprinting motifs and colour		- Design a complex pattern made up from two or more motifs - Combine prints to produce an end piece			with at least three colour overlays
Skills and Techniques Sculpture	- Experiment with constructing and joining recycled materials - Manipulate playdough in a variety of ways including rolling, pinching, kneading and shaping		- Explore sculpture with a range of natural materials e.g. leaves, stones, feathers, shells - Experiment with constructing and joining recycled, natural and manmade materials - Manipulate malleable materials in a variety of ways including rolling, pinching, kneading and shaping - Develop slab techniques - change the surface of a malleable material e.g. adding texture to a tile		- Make 3D models by constructing materials and using Papier Mache and paint to add a final finish - Plan, design and make models from observation or imagination - Manipulate clay to create a simple thumb pot - Create surface patterns and textures onto clay looking at cultural decoration from historic time periods - Join clay, constructing a simple tile base and then layering/joining shapes onto it to create 3D form	- Manipulate materials to make a new 3D form e.g. human figure - Use covering materials such as Modroc to create 3D models - Add final finishes to models using paint/glazing techniques - Use smoothing techniques to create a desired finish before painting	
Skills and Techniques Textiles			- Match and sort fabrics and threads for colour and texture - Cut and shape fabrics - Add shapes with glue or stitching		- Use a variety of techniques e.g. weaving, stitching to create different textural effects - Develop understanding of joining fabrics by using		- Use fabric to create a 3D art form - Use a number of different stitches creatively to join fabrics and create patterns/textures



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			Apply decoration using beads, buttons, feathers etc		- more than one type of stitch (e.g. running and cross stitch) - Experiment with adding detail to fabric by gluing or stitching - Weave paper and found materials to represent an idea		- Use a range of techniques to add decoration e.g. plaiting, stitching, applique - Add colour and pattern to fabric using dyes, resist paste and batik - Combine techniques to produce an end piece e.g. embroidery over tie dye
Skills and Techniques Collage	- Tear, scrunch, crumble and overlap papers and other materials - Create, arrange and glue materials to create different pictures e.g. fruit, vegetables, colour monster - Collaborative collage to work on larger scales	- Create images from a variety of media e.g. magazines, fabric, crepe paper - Sort and group materials by properties e.g. colour and textures - Collect, sort, name and match colours appropriate for an image - Fold, crumble, tear and overlap papers and other materials - Create, arrange and glue shapes to different backgrounds - Work on different scales		- Use varying materials in mosaic to create a pattern or image - Combine visual and tactile qualities in a finished piece - Translate more complex images or objects into shapes suitable for collage (mosaic) - Use varying mosaic materials and techniques - Use collage as a means of collecting ideas and information and building a visual vocabulary		- Experiment with a range of media to overlap and layer, creating interesting colours, textures and effects - Embellish a surface using a variety of techniques, including drawing, oil pastels, painting and printing - Select and use found materials with art media and adhesives to assemble and represent an image - Experiment with creating mood, feeling, movement and areas of interest using different media	



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Drawing / Mark Making	Pre-writing shapes, Lines, Circles, Triangle, Square, Squiggle, Pencil grip	Observation, observe, memory, imagination, represent, large scale, small scale, angles, line, pattern, shape, detail, thick, thin, broad, narrow	Control, Observation, Observe, Memory, Tone, Light/dark, Pattern, Shape, Pencil grade, Pressure, Shading, Viewfinder, Select	Observation, Tone, Light/dark, Pattern, Pencil grade, Pressure, Shading, Texture, Form/shape	Dimension, 3D, Variation in tone, Shading techniques, Cross-hatching, Hatching, Light/dark, Pattern, Pencil grade, Pressure, Shading, Texture, Form/shape	Observation, Observe, Perspective, Focal point, Horizon, Proportion, Shadow, Shade, Shading techniques, Hatching, Cross-hatching, Scrubbling, Stippling, Blending, Smudging,	Observe, Observation, Viewfinders, Techniques, Purpose, Shading, Hatching, Cross-Hatching, Scrubbling, Stippling, Blending, Smudging, Scale and Proportion, Texture
Working with Colour	Colours for a Purpose, Mixing, Explore, Experiment	Primary colours, Colour wheel, Secondary colours, Colour mixing, Lightening, Darkening, Texture, Experiment	Control, Painting techniques, Layering, Texture, Thickness, Brush marks, Primary, Secondary, Colour wheel, Tints, Scale, Shades, Tonal, Silhouette	Texture, Effect, Purpose, Application, Colour wheel, Colour mixing, Tone, Background, Colour wash, Stippling, Scratching, Shades, Scale	Warm colours, Cool colours, Complementary colours, Colour wheel, Foreground, Background, Perspective, Landscape, Composition, Tints, Shades	Representational, Modern, Abstract, Stippled, Splattered, Scraped, Textured, Layered, Horizon, Perspective, Control, Atmosphere, Colours, Shades, Tints and Tones, Textures, Finishes	Modern, Abstract, Composition, Arrangement, Complimentary, Contrasting, Tonal, Shading, Colours, , hades, Tints and Tones, Purpose, Foreground, Background, Middle Ground
Printing	Print, Stamp, Rubbings	Materials, Rubbings, Texture, Print, Pattern, Repeating patterns, Relief printing, Monochrome, Overprinting, Motif, Image, Reverse, Surface, pressure		Mono printing, Relief printing, additive method, incised method, Printing blocks, Overlays, Complex pattern, Motifs, Imprint, Impression, Surface, Negative image, Positive image			Aesthetic, Pattern, Motif, Rotation, Reflection, Repetition, Relief, Printing, late, Inking Up, Overlap, Etching, Engraving, Indentation, Pressure, Lino Printing, Control, Overlays, Negative Image, Positive Image
Sculpture	Stick, Glue, Join, Roll, Pinch, Knead, Squash, Shape		Constructing, Joining, Natural materials, Manmade materials, Manipulate, Malleable, Texture, Surfaces, Rolling, Kneading, Pinching, Shaping, Slab technique, Impress, Carve, Form		Construct, Construction, Papier mache, Manipulate, Thumb pot, Surface patterns, Surface textures, Decoration, detail, Tile base, Layer, Join, 3D form, Two-dimensional, Three-dimensional	Line, Shape, Pose, Position, Gesture, Proportion, Balance, Surface texture, Scale, Relationship, Structure, Construct, Flexible, Pliable, Manipulate, 3D form, Modroc, Finishing, Smoothing	
Textiles			Fabrics, Threads, Colour, Texture, Stitch/stitching, Decoration, Weave, Weaving, Natural, Man-made, Found materials		Fabric, Colour, Pattern, Shape, Texture, Weave, Warp, Weft, Loom, Applique, Layers, Combine, Thread, Embellishment, Embroider, Stitch, Textural effects, Running stitch, Cross stitch		Batik, Embellish, Embellishment, Accentuate, Enhance, Aesthetic, Embroidered, Applique, Manipulated, Satin Stitch, Running Stitch, Blanket Stitch, Cross Stitch, 3D Form, Plaiting, Stitching, Colour, Pattern, Dye, Resist
Collage	Collage, Tear, Scrunch, Crumble, Collaborate	Colour, Texture, Collage, Sorting, Grouping, Materials, Effects, Folding, Crumbling, Tearing, Overlapping, Arrange, Background		Ceramic, Mosaic, Visual qualities, Tactile qualities, Translate, Arrange, Placement, Position, Spacing		Scenery, Townscape, Seascape, Representational, Imaginary, Abstract, Idealised, Natural	



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