



Art

National Curriculum

KS1

- 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 using colour, pattern, texture, line, shape, form and space.
- Know about the work of a range of artists and designers describing similarities and differences between different practices and disciplines and making links in their own work.

KS2

- Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Create sketchbooks to record 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 (e.g. pencil, charcoal, paint, clay).
- Know about great artists, architects and designers in history.



Art

Drawing

| EYFS | Yr 1/2 | Yr 3/4 | Yr 5/6 |
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| <ul style="list-style-type: none"> Hold a drawing tool correctly and use it safely. Experiment with mark-making with a range of dry media: pencil, pastel, crayon, felt-tip, chalk, charcoal, etc. Demonstrate some understanding of the care of dry media. Show increasing fluency in drawing shapes and line. Share and collaborate with others in group work. Show a developing ability to draw from memory and observation. Increasingly control media to create visual effects. Show a spatial awareness working on different scales and on different parts of the paper or other surface. Use vocabulary: curved, straight, thin, thick, wavy, etc. Talk about their work and that of artists that they look at. | <ul style="list-style-type: none"> Use a range of drawing media confidently. Show increasing control of a variety of drawing tools including pencil, pen, pastel, chalk, crayons, felt-tips. Layer different media and marks made. Begin to use a sketchbook to gather ideas in a basic way. Draw with increasing skill from observation, experience and imagination. Develop fluency in drawing shapes. Use a light sketching style when needed, piecing together small lines. Draw for more sustained periods of time from observing real objects closely. Draw for different purposes: diagrams, sketching or planning a painting. Experiment with line, texture, tone, pattern and colour and use vocabulary. Discuss and review their own work and that of other artists in simple terms. | <ul style="list-style-type: none"> Use and control pencil and a range of dry media: pastel, charcoal, etc. Use a variety of pencil grades and name the types. Make a wide variety of marks with dry media, including layering them. Make reasoned choices of drawing tools. Show increasing ability to refine drawings and adjust using appropriate pressure in applying media (e.g. very light sketching or darker outlining or shading). Use a sketchbook to rehearse ideas and gather inspiration. Draw an object from observation for a more sustained time. Begin to explore line, tone, pattern and shape. Discuss work by other artists and begin to make connections with their own work. | <ul style="list-style-type: none"> Use a variety of ways of making marks with dry media. Understand grades of pencils. Use a wide variety of dry media: charcoal, pastel, felt tip, crayon, chalk and select appropriate media and techniques for a task. Use a variety of stimuli including artists' work. Develop ideas using a sketchbook. Experiment with the elements of art: line, tone, pattern, texture, form, shape, colour and space. Produce a sustained drawing from observation. Use drawing for different purposes. Use techniques such as perspective. Modify and change their work using art vocabulary. Talk about a range of artists, past, present and from different cultures who have used drawing in their work. |



Art

Painting

| EYFS | Yr 1/2 | Yr 3/4 | Yr 5/6 |
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| <ul style="list-style-type: none"> Explore a range of wet mark-making materials: poster paint, block paint, inks, etc. Paint freely from imagination, experience and observation. Demonstrate gradually increasing control over tools and media to create the desired effects including brushes, sponges, fingers, rollers, etc. Paint at a table and an easel. Clean brushes and equipment. Mix other components with paint to create texture. Collect, sort and arrange objects into colour groups. Name the basic colours. Make lighter and darker shades. Mix primary colours to make other colours. See, notice and talk about colours around them including how dark or light, bright or dull they are. Look at work of other artists. | <ul style="list-style-type: none"> Use a range of ways of applying paint including fingers, sponges and suitable brush widths for different purposes. Mix a range of secondary colours from primary and explore tints (adding white), shades (adding black) and tones (adding grey). Care for equipment. Experiment with techniques: layering, scraping, mixed media, resists, etc. Name different paints and properties. Work on different scales and begin to make decisions about suitable scale. Be able to describe paintings and paint used using appropriate vocabulary. Name colours including some of those that could describe tertiary colours on the colour wheel: lime green, turquoise, peach, lilac, etc. and notice colours around them. Use dull/bright, light/dark to describe colour. Use artists' work and techniques to inspire their work. | <ul style="list-style-type: none"> Demonstrate increased knowledge and skill in colour mixing and matching colours. Use a range of brushes and other tools to apply paint, selecting them according to suitability for purpose. Use more specific colour language: tint, tone, shade and different types of a single colour e.g. scarlet, crimson. Maintain equipment well. Plan and create different textures and effects with paint or mixed media. Experiment with different techniques e.g. use of washes, dry brush, etc. Explore the effects of colour within a painting. E.g. warm or cool colours or expressing mood. Be increasingly expressive in painting. Plan and work on a variety of scales. Work for sustained periods of time individually or as a group. Name some influential painters from a variety of backgrounds including some contemporary artists. | <ul style="list-style-type: none"> Name secondary, tertiary and complementary colours and how to mix them. Use a wider range of colour names and know which family of colours they belong to e.g. vermilion, ultramarine, turquoise. Use black and white to create shades and tints. Choose appropriate paint, brushes and paper for given tasks. Carry out preliminary work testing media/ tools for the most suitable. Create imaginative work from a variety of sources including some researched independently. Show a basic awareness of composition and use vocabulary: landscape, portrait, scale, balanced. Name equipment and care for it. Name a range of artists and be able to use them to inspire their work and make connections. |



Art

Printing

| EYFS | Yr 1/2 | Yr 3/4 | Yr 5/6 |
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| <ul style="list-style-type: none"> Explore mark-making through unit printing with a variety of objects eg. Vegetables, Numicon, etc. Use basic pressing printing where images transfer from one surface to another (including "butterfly" prints). Collect, sort and use a variety of materials to print with a on. Experiment with different textures. Be able to use basic print terminology: roller, tray, paint, ink. Begin to look at the work of artists who have used printing in their work. | <ul style="list-style-type: none"> Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Carry out a range of basic printing techniques: finger, objects, relief and basic etching into polystyrene. Use basic press printing where paper is placed on a design. Use rubbings to create effects from natural and manmade surfaces and objects. Press, roll, rub and stamp to make prints. Begin to use printing to make repeating patterns and notice how this is used in the world around us: wrapping paper, wallpaper, etc. Begin to look at the work of artists who have used printing in their work. | <ul style="list-style-type: none"> Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string or glued to a block or self-adhesive foam on a block). Use a variety of objects to explore print effects (leaves, cotton reels, etc.) Make more detailed etchings in polystyrene. Make precise repeating patterns. Combine more than one printing technique in a piece of work. Use printing to create work inspired by real-life uses of printing e.g. wrapping paper. Print on a range of surfaces including paper and fabric. Use the work of printing artists to inspire their work. | <ul style="list-style-type: none"> Build up layers of colours. Use mono-printing techniques. Create an accurate pattern, showing fine detail. Use more detailed etching techniques using polystyrene/ clay. Use lino to create mono-prints in 2 or more colours. Use screen-printing to create images using stencils and experiment with effects. Explore effects using symmetry, patterns, overlaying, mixed media. Begin to use appropriate terminology: relief, etching, mono, Begin to make their own decisions about printing techniques to use and printing on different surfaces. Recognise where printing has been used in artists' work and use this to inspire their work. |



Art

Collage

| EYFS | Yr 1/2 | Yr 3/4 | Yr 5/6 |
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| <ul style="list-style-type: none"> • Begin to explore sticking items to paper to depict patterns, scenes or things. • Use a range of manmade and natural found objects. • Explore the use of shapes to depict specific images e.g. a boat or a house. • Experiment with objects and shapes to see what they might represent. • Sort a range of materials to explore texture. • Tear and glue a range of media. • Begin to develop accurate cutting skills and use these in their shape creation. • Develop appropriate and careful application of glue. • Use a range of paper textures and appearances. • Begin to recognise that some artists have used collage in their work. | <ul style="list-style-type: none"> • Use a variety of given shapes to create collages. • Create collages with specific shapes e.g. all circles or all triangles and explore overlapping and use of translucent papers (tissue, cellophane) to explore colour effects • Create collages that depict particular objects, images or characters. • Experiment with objects or shapes to see what they might represent. • Make collage out of found objects both natural and manmade, eg leaves or food wrappers/ litter. • Use vocabulary to describe textures. • Use the skills of cutting and sticking with increasing dexterity. • Apply glue increasingly carefully. • Use a mixture of precisely cut and torn materials in collage. • Begin to see how artists use collage in their own work. | <ul style="list-style-type: none"> • Use a variety of materials and techniques to create collages. • Use torn paper technique with a variety of papers found or created with effects including marbling, rubbings, bubble printing, other printing. • Use techniques to change the appearance and texture of paper: twisting, crumpling, spirals, etc. • Use collage to depict literal or abstract ideas. • Use simple shapes to depict objects in collage without showing all the details of the object. • Use collage to explore colour and texture. • Use a range of manmade and natural materials to depict a theme or illustrate e.g. a person or scene. • Use artists' work to inspire their own. | <ul style="list-style-type: none"> • Use a variety of materials and techniques to create collages. • Use a wide range of techniques to create interesting papers to use in collage including marbling, rubbings, string printing, object printing, bubble printing. • Experiment with techniques including overlapping, layering, creating 3d effects, decoupage, etc. • Use colour to good effect in collage using a collection of materials: printed media, made papers, natural or manmade objects or textiles. • Choose paper textures and effects in collage: twists, shreds, spirals, crumpled paper, torn paper, etc. • Apply collage materials to create effects inspired by other artists' work, nature, objects, folk art, etc. • Discuss artists' work and use it to inspire their own work. |

For further guidance see collage resources in staff area, art.

Suggested Artists include: Henri Matisse, Eric Carle, Hannah Hoch, Kurt Schwitt



Art

Textile Art

| EYFS | Yr 1/2 | Yr 3/4 | Yr 5/6 |
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| <ul style="list-style-type: none"> Sort materials using colours, textures, lengths, widths of threads, strips etc. Use materials to create simple weaving in a variety of "looms" including fences, willow, card, etc. Use plastic needles and threads to do a simple running stitch through ready-made holes in fabric, plastic, etc. Use a range of textiles to create effects linked with a theme. Notice that artists use textiles in their own work. | <ul style="list-style-type: none"> Sort materials using colours, textures, lengths, widths of threads, strips etc. and use appropriate vocabulary: longer, shorter, rough, smooth, shiny. Use materials to create simple weaving in a variety of "looms" including fences, willow, card, plastic bottle weaving, etc. Use metal needles and thread to do simple stitching in fabric, either pre-prepared with holes or with a simple design. Discuss the work of other artists and use simple ideas in their own work. | <ul style="list-style-type: none"> Demonstrate increasing skills in a variety of techniques with textiles including printing, dyeing, quilting, weaving and applique. Use a loom to weave more precisely using threads selected for colour, texture and effect. Choose fabrics, threads and other textiles to create effects based on a theme. Combine skills such as cutting, stitching, plaiting and trimming. Use their design skills to plan, alter and refine their work. Collect inspiration from a variety of sources including printed media, internet, nature, etc. Be familiar with other artists' work in textiles to inspire their own work. | <ul style="list-style-type: none"> Demonstrate and talk about a variety of techniques including quilting, weaving, embroidery and applique. Experiment with different colour effects on fabrics e.g. dyeing, painting, printing and batik. Join fabrics and other materials in different ways. Use different grades of thread and needles effectively. Use a range of materials especially recycled materials in their work. Plan, modify and extend their work within a specific technique. Name a few artists who specialise in textile art and use their work as inspiration. |



Art

Digital Art

| EYFS | Yr 1/2 | Yr 3/4 | Yr 5/6 |
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| <ul style="list-style-type: none"> Record visual information using i-pads for photographs and videos. Use paint programs e.g. Purple Mash to create simple images on the computer or i-pad. Use the mouse to manipulate shapes into positions to create simple images or patterns. Begin to use tools like the eraser and selection of brush size. | <ul style="list-style-type: none"> Explore ideas using digital sources. Record visual information using i-pads for photographs and videos. Use a simple graphics package to create images and effects by: changing the size of brushes to create lines and fill in response to ideas; using eraser, shape and fill tools to create shapes; using simple filters to manipulate and create images for colour and texture. | <ul style="list-style-type: none"> Record and collect visual information using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create images and effects by: controlling the brush tool with increased precision to create lines, changing the type of brush to an appropriate style e.g. charcoal, creating shapes by making selections to cut, duplicate and repeat. Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose. | <ul style="list-style-type: none"> Record, collect and store visual information using digital cameras, video recorders. Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken) into a graphics package. Understand that a digital image is created by layering. Use photograph editing software to edit and manipulate photographs and use them in their own work including mixed media pieces. Create layered images from original ideas (sketch books etc.) |



Art

Sculpture

| EYFS | Yr 1/2 | Yr 3/4 | Yr 5/6 |
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| <ul style="list-style-type: none"> • Cut and join a variety of media. • Explore joining construction toys together eg Lego, Polydron, etc. • Explore 3d work with malleable material: dough, plasticine, salt dough, clay. • Explore 3d work with construction materials including recycled materials and objects (junk modelling). • Create recognisable sculptures. • Create textured surfaces on dough and clay using tools and objects to imprint or add detail. • Observe and notice 3d objects in the environment. • Look at and talk about 3d sculpture by artists. | <ul style="list-style-type: none"> • Manipulate malleable materials in a variety of ways including rolling and kneading. • Explore sculpture with a range of malleable media. • Explore joining construction toys together eg Lego, Polydron, etc. • Manipulate malleable materials for a purpose, e.g. pot, tile. • Understand the safety and basic care of materials and tools . • <u>Form</u> • Experiment with constructing and joining recycled, natural and manmade materials. • Use simple 2-D shapes to create a 3-D form. • <u>Texture</u> • Change the surface of a malleable material e.g. build a textured tile. • Look at and talk about 3d sculpture by artists. | <ul style="list-style-type: none"> • Plan, design and make models from observation or imagination. • Join clay adequately and construct a simple base for extending and modelling other shapes. • Create surface patterns and textures in a malleable material. • Use papier-mache or Mod-roc to create a simple 3D object. • Use other materials including recycled materials to make sculptures using joining techniques. • Have an awareness of 3d artists and use their work as inspiration. | <ul style="list-style-type: none"> • Shape, form, model and construct from observation or imagination. • Use recycled, natural and man-made materials to create sculptures. • Plan a sculpture through drawing and other preparatory work. • Develop skills in using clay inc. slabs, coils, slips, etc. • Use materials such as papier-mache, Mod-roc, plaster of Paris or Pavopol to create sculptures. • Produce intricate patterns and textures in a malleable media. • Modify and refine their work using art vocabulary. • Demonstrate an awareness of some 3d artists and use their work as inspiration. |



Art

Being An Artist

| EYFS | Yr 1/2 | Yr 3/4 | Yr 5/6 |
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| <ul style="list-style-type: none"> Look at the art of artists and discuss and use to inspire their own work. Use language to describe what they see and feel. | <ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. | <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. | <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles. |



Nether Kellet Primary School - Knowledge and Skills Progression

Art

*Be inspired.... Have
belief and grow.*