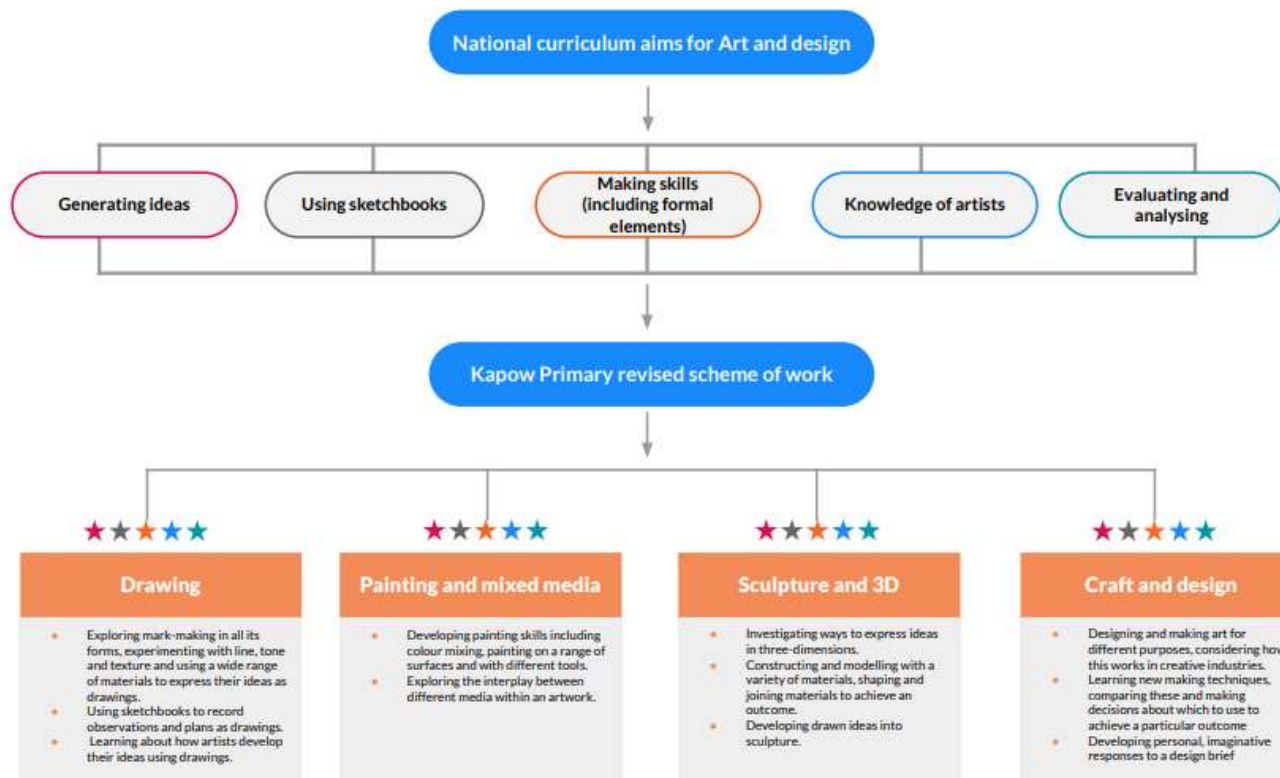




Art and Design Skills Progression

At Kildwick School, we are using the Kapow scheme of work to deliver the Art and Design curriculum. This diagram shows how National Curriculum aims are met by the four areas art in the Kapow scheme: drawing, painting and mixed media, sculpture and 3D and craft and design. Each of the four areas are broken down into a skill progression from EYFS to year 6 with key vocabulary listed.

How is the revised Art and design scheme of work organised?



Component: Painting and mixed media

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> ● Know how to explore a range of ways to apply paint e.g. fingers, brushes, sponges, thick brushes, card and sticks. ● Know how to use colour mixing in different ways e.g. fingers, brushes, sponges. ● Know how to wash brushes correctly when changing colours. ● Know how to explore using paint on different surfaces in different ways. ● Know the names of primary colours. 	<ul style="list-style-type: none"> ● Know how to identify primary colours and mix to create secondary colours. ● Know how to use thick and thin brushes according to purpose. ● Know how to create texture to paint by adding sand etc. ● Begin to understand colour mixing to create tints and tones on a colour wheel. ● Know how to experiment with techniques including layering and scraping through with a comb. ● Know how to control the types of marks made with a range of painting techniques e.g. dripping and splatting. ● Know how to begin to mix colour shades and tones 	<ul style="list-style-type: none"> ● Know how to work on a range scales, selecting the most appropriate size of brush. ● Know how to experiment with different effects and textures including watercolour washes and thickened paint. ● Know how to control the types of marks made with a range of painting techniques e.g. dripping and splatting to create different effects and textures. ● Know how to develop a painting from a drawing. ● Know how to use light and dark within a painting and show understanding of complimentary colours. ● Know how to mix colour, shades and tones with increasing confidence and accuracy. 	<ul style="list-style-type: none"> ● Know how to create atmosphere and movement in paintings through choice of paint and texture. ● Know how to identify complementary colours. ● Know how to use a range of colours to create specific atmosphere and light effects. ● Know how to identify contrasting colours. ● Know how to work in a sustained and independent way to develop their own style of painting. ● Know how to purposefully control the types of marks made and experiment with different effects and textures. ● Know how to mix colour, shades and tones with confidence, building on previous knowledge. 	<p>Key Vocabulary</p> <p>colour paint paintbrush mix red blue yellow</p>	<p>Key Vocabulary</p> <p>primary colours secondary colours bright blend cool colours warm Colours tone</p>	<p>Key Vocabulary</p> <p>watercolour bold delicate natural background foreground swirling</p>	<p>Key Vocabulary</p> <p>imaginary modern stippled splattered dabbed scraped layered</p>

	shading colour wash colour wheel pattern texture brush strokes palette	opaque translucent contrast colour Spectrum detail theme portrait landscape complimentary colours	intense still life abstract composition complimentary colours tonal photograph
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Component: Drawing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> Know how to use a variety of tools to mark make e.g. pencils, paint, sticks, chalk, water. Know how to draw into sand, liquids, onto the ground using liquids and tools. 	<ul style="list-style-type: none"> Know how to use a variety of drawing tools – crayon, chalk, pencil, felt tips, poster paint to mark make. Know how to experiment with tools and surfaces for example oil pastels, chalks, pencil, colouring pencils, poster paint - on the playground, fabrics, pastel paper and wood (look at texture and pattern). Know how to vary tone by drawing light and dark lines. Know how to create rubbings (texture). Know how to use a viewfinder to select a view, shapes or a pattern in an image. Know how to draw different types of lines e.g. straight, wavy, thick and thin. Know the difference between HB, 2B and 8B pencil grades. 	<ul style="list-style-type: none"> Know how to make marks and lines with a wide range of drawing implements, chalk pastels, oil pastels, charcoal, pencils, fine liners, felt tips and paint. Know how to experiment with different grades of pencil using cross hatching, blending. Know how to use different grades of pencil to apply tone to drawings. Know how to apply and use simple pattern and texture to a drawing show an awareness of objects have a third dimension. Know how to use a wider range of pencil grades HB - 8B. Know how to create light and dark tones and develop the ideas of shadows. 	<ul style="list-style-type: none"> Know how to use different media to make marks and lines in dry media – digital mark making, pencil, charcoal, oil pastels. Know how to experiment with wet media to make marks, lines, patterns, textures and shapes – ink, paint, watercolour pencils. Know how to explore colour mixing and blending with coloured pencils Know how to apply the effect of light on objects from different directions Know how to start using perspective in work using a single foci point and horizon. 	<p>Key Vocabulary</p> <p>pencil paint colour sand stick liquids tools mark make</p>	<p>Key Vocabulary</p> <p>thin thick wavy straight viewfinder light dark tone poster paint pastel</p>	<p>Key Vocabulary</p> <p>shadows cross hatching hatching blending tone charcoal third dimension</p>	<p>Key Vocabulary</p> <p>perspective horizon wet media dry media single foci point digital mark making</p>

Component: Sculpture and 3D

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Know how to use modelling tools to cut and shape soft materials eg. playdough, clay. • Know how to select and arrange natural materials to make 3D artworks. • Know how to problem-solve and try out solutions when using modelling materials. • Know how to develop 3D models by adding colour. 	<ul style="list-style-type: none"> • Know how to cut, roll, fold and glue paper and card to make 3D structures. • Know how to create a variety of shapes in paper, eg spiral, zig-zag. • Know how to smooth and flatten clay and roll it into a cylinder or ball. • Know how to make different surface marks in clay using clay tools and hands. • Know how to make a clay pinch pot. • Know how to mix clay slip using clay and water and join two clay pieces using the slip. • Know how to make a relief clay sculpture. 		<ul style="list-style-type: none"> • Know how to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. • Know how different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. • Know how to create different joins in card eg. slot, tabs, wrapping. • Know how to smooth the surface of soap using water when carving to sculpt soap from a drawn design. • Know how to join wire to make shapes by twisting and looping pieces together. • Know how to create a neat line in wire by cutting and twisting the end onto the main piece. • Know how to use a range of materials to make 3D artwork e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. 		<ul style="list-style-type: none"> • Know how to use everyday objects to form a sculpture. • Know how to try out ideas on a small scale to assess their effect. • Know how to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • Know how to translate a 2D image into a 3D form. • Know how to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping) and textures. • Know how to make a cardboard relief sculpture. 	
<p>Key Vocabulary</p> <p>model clay tools cutting 3D</p>	<p>Key Vocabulary</p> <p>ceramic glaze pinch pot score slip</p>		<p>Key Vocabulary</p> <p>wire carving twisting shadow sculpture rolling</p>		<p>Key Vocabulary</p> <p>ordinary object ripping bending manipulate cardboard relief sculpture</p>	

Playdoh	thumb pot spiral fold joining	folding pliers	transform
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Component: Craft and Design

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Know how to cut in different ways e.g. straight lines, wavy lines, zig-zags. • Know how to follow lines when cutting. • Know how to experiment with threading objects, holding equipment steady to do so. • Know how to join paper and card in different ways e.g. stick, clip, tie, tape. 	<ul style="list-style-type: none"> • Know how to measure a length. • Know how to tie a knot, thread and plait. • Know how to weave with paper on a paper loom. • Know how to weave using a combination of materials. • Know how to draw a map to illustrate a journey. • Know how to choose which parts of their drawn map to represent in their 'stained glass'. • Know how to overlap cellophane/tissue to create new colours. • Know how to experiment with felt. • Know how to try out a variety of ideas for adapting prints into 2D or 3D artworks. 	<ul style="list-style-type: none"> • Know that a mood board is a visual collection which aims to convey a general feeling or idea and know how to make one. • Know that that batik is a traditional fabric decoration technique that uses hot wax. • Know how draw small sections of one image to focus on colours and texture. • Know how to transfer a design onto a different material using a tracing method. • Know how to make a repeating pattern tile using cut and torn paper shapes. • Know how to use glue as an alternative batik technique to create patterns on fabric. 	<ul style="list-style-type: none"> • Know how to make an observational drawing of a house. • Know how to use shapes and measuring as methods to draw accurate proportions. • Know how to select a small section of a drawing to use as a print design. • Know how to draw an idea in the style of an architect that is annotated to explain key features. • Know how to draw from different views, such as a front or side elevation. • Know how to take a portrait photograph. • Know how to create a photomontage. • Know that that macro photography is showing a subject as larger than it is in real life. Take a macro photo using a camera or tablet, choosing an interesting composition. • Know how to manipulate a photograph using photo editing tools. • Know how to use a grid method to copy a photograph into a drawing. 			
<p>Key Vocabulary cut thread stick</p>	<p>Key Vocabulary knot loom plait</p>	<p>Key Vocabulary batik colour palette craftsperson</p>	<p>Key Vocabulary architecture bird's eye view elevation</p>			

steady glue stick clip	thread threading warp weaving felt stained glass gallery abstract landmarks	design designer imagery inspiration mood board organic pattern repeat	perspective macro photo photomontage portrait landscape grid method
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EYFS and Key Stage One Overview of Progression of Skills across the five curriculum aims

	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Generating Ideas	Talk about their ideas and explore different ways to record them using a range of media.	ELG: Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
Sketch- books	Experiment in an exploratory way.	ELG: Expressive Arts and design: Creating with materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	
Making skills (Including Formal elements)	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).	ELG: Expressive Arts and design: Creating with materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Physical development: Fine motor skills: <ul style="list-style-type: none"> 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, paint brushes and cutlery; Begin to show accuracy and care when drawing. 	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Knowledge of artists	<p>Enjoy looking at and talking about art.</p> <p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p>	<p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p>	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>	<ul style="list-style-type: none"> 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.
Evaluating and analysing	<p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p>	<p>ELG: Expressive Arts and design: Creating with materials</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used. 	<p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>	

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas.
Sketch-books	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	
Making skills (including Formal elements)	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>	<ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To 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.

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Knowledge of artists	<p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</p> <p>Consider how to display art work, understanding how artists consider their viewer and the impact on them.</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Work as a professional designer does, by collating ideas to generate a theme.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>	<ul style="list-style-type: none"> About great artists, architects and designers in history.
Evaluating and analysing	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<ul style="list-style-type: none"> To 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. About great artists, architects and designers in history.