

Art and Design Knowledge and Skills Progression

“There are painters who transform the sun to a yellow spot, but there are others who with the help of their art and their intelligence, transform a yellow spot into sun”

— **Pablo Picasso**

At St Andrew's we encourage our children to grow as artists, valuing and appreciating the visual arts as languages of expression and communication.

We aim to Grow Artists who:

- Select and use materials, processes and techniques skilfully and inventively
- Have the confidence and skills to draw/paint with joy and expression from observation, memory and imagination
- Have a deep knowledge, understanding and interest in researching other artists, craft makers and designers
- Are resourceful, individual and original in using their knowledge, skills and understanding to inform, stimulate and interpret ideas and make the most of the unexpected.
- Think critically when evaluating and analysing their own work and that of others.



St Andrew's Church School Art and Design Curriculum - EYFS- Year 6

The accumulation of knowledge and skills from Foundation Stage to Year 6 is mapped as follows:

Early Years Foundation Stage Curriculum- Expressive Arts and Design

Expressive Arts and Design fosters imagination, curiosity, creativity, cognition, critical thinking and experimentation and provides opportunities to improvise, collaborate, interact and engage in sustained shared thinking. It requires time, space and opportunities to re-visit and reflect on experiences. Multi-sensory, first-hand experiences help children to connect and enquire about the world. Appreciating diversity and multiple perspectives enriches ways of thinking, being, and understanding. Skills are learned in the process of meaning-making, not in isolation. Birth – 5Matters 2021

Expressive arts and design: Creating with Materials

Nursery	Reception
<ul style="list-style-type: none"> • Explores colour and how colours can be changed. • Develops an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects based on imagination, observation and experience. • Develop an understanding of using lines and marks and begin to use drawing for representations. • Uses various construction materials, e.g., joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. • Exploring a range of media and materials and way to make marks (stick in sand/gloop/hand painting/printing) • Exploring and manipulating clay/other materials to observe the differences between 2D and 3D. • Uses tools for a purpose. 	<ul style="list-style-type: none"> • Uses increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. • Develops their own ideas through experimentation with diverse materials, e.g., loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Expresses and communicates working theories, feelings and understandings using a range of the visual arts. • Share their creations, explaining the process they have used.

Expressive arts and design: Being imaginative and expressive

Nursery	Reception
<ul style="list-style-type: none"> • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first-hand or peer experiences. • Uses available resources to create props to support play. • Plays alongside other children who are engaged in the same theme 	<ul style="list-style-type: none"> • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. • Combinations of art forms, e.g., moving and singing, making and dramatic play, drawing and talking, constructing and mapping. • Responds imaginatively to art works and objects.

St Andrew's Church School Art and Design Curriculum - EYFS- Year 6

	<ul style="list-style-type: none"> Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.
<p>Creating with Materials Vocabulary: Drawing - Line, thick, thin, straight, pastel, pencil, finger, chalk, felt- tip. Painting – Brush, line, primary colours, big, small, shape, paper, mark making, imagination. Sculpture- Clay, dough, gloup, mark, mix, smooth, bumpy, explore, tools, model, roll, stick, build, cut, join. Collage - Glue, stick, cut, make, paper, tissue paper, fabric, texture, layer. Textiles: Thread, sew, fabric, colour, pattern Printing: Print, press, pattern</p>	<p>Creating with Materials Vocabulary Reception: Drawing -Line drawing, thick, thin, wavy, curved, straight, pastel, pencil, chalk, felt- tip pens, drawing pen, pattern. Painting – Brushes, thick and thin, paint texture, primary colours/ secondary colours, mixing, big, small, shape, paper, mark making, imagination, create, design. Sculpture- Clay, dough, mark making, mix, smooth, bumpy, explore, plasticine, modelling tools, roll, stick, build, cut, join, press, squeeze, flatten. Collage- Glue, stick, cut, make, paper, tissue paper, fabric, texture, layer, tear, shape, fold, scrunch, join. Textiles: Threading, sew, fabric, colour, pattern, stitch, Binka, weave Printing: Print, press, repeat pattern, mono printing</p>
<p style="text-align: center;">Breadth of Study in Art and Design Key Stage 1 & 2</p> <p>Our children should be able to work creatively to organise their knowledge, skills and understanding around the following key concepts in KS1&1:</p> <p>Develop ideas Master techniques Take inspiration from great artists, craft makers and designers</p> <p>These key concepts underpin learning though each Key Stages and build on the strong foundations built in EYFS. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language.</p>	
<p>Key Stage 1</p>	<p>Key Stage 2</p>
<ul style="list-style-type: none"> Use experiences and ideas as the inspiration for artwork. Share ideas using drawing, painting and sculpture. Explore a variety of techniques. Learn about the work of a range of artists, architects and designers. 	<ul style="list-style-type: none"> Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. Develop and share ideas in a sketchbook and in finished products. Improve mastery of techniques. Learn about the great artists, architects and designers in history.

St Andrew's Church School Art and Design Curriculum - EYFS- Year 6

Key Concepts /Skills – Develop Ideas This concept involves understanding how ideas develop through an artistic process.		
Years 1 and 2	Years 3 and 4	Years 5 and 6
Year 1 <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. 	Year 3 <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources and begin to use these creatively in a sketch book. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language 	Year 5 <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 them to review and revisit ideas 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
Year 2 <ul style="list-style-type: none"> Respond to ideas and starting points with increased focus and attention to detail. Explore ideas and collect visual information. Explore different methods and materials as ideas develop 	Year 4 <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Collect information, sketches and resources and begin to use these creatively in a sketch book. Comment on artworks using visual language with increasing detail. 	Year 6 <ul style="list-style-type: none"> Research & collect information, sketches and resources, presenting ideas imaginatively in a sketch book developing own style and use them to review and revisit ideas Use and show preferences in 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 and increased depth of understanding.

St Andrew's Church School Art and Design Curriculum - EYFS- Year 6

Developing Ideas Key Vocabulary YR 1 & 2	Developing Ideas Key Vocabulary YR 3 & 4	Developing Ideas Key Vocabulary YR 5 & 6
Work, work of art, idea, starting point, observe, focus, design, improve.	Line, pattern, texture, form, record, detail, question, observe, adapt, refine.	Sketchbook, develop, reflect, adapt, structure, influence, inspiring.
Key Concepts /Skills - Master techniques This concept involves developing a skill set so that ideas may be communicated.		
Painting		
Years 1&2	Years 3&4	Years 5&6
Year 1 <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Experiment with colours by adding white to colours to make tints and black to colours to make tones. • Create colour wheels of secondary colours using poster paints or gouache. 	Year 3 <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour using watercolour. 	Year 5 <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and qualities of watercolour paint to create texture.
Year 2 <ul style="list-style-type: none"> • Use a variety of brushes with increased preference and decision making and experimenting with pattern and line with watercolour. • Use secondary and primary colours to add white to make a range of tints and black to colours to make a range of tones and explain the process. 	Year 4 <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines with increased control. • Mix colours effectively and describe the process using specific vocabulary. • Use acrylic paint to create pattern and texture using layers to build up detail. • Experiment with creating mood with colour and explain ideas. 	Year 6 <ul style="list-style-type: none"> • Create a colour palette in acrylics based upon colours observed in the natural or built world. • Use the qualities of acrylic paints to create visually interesting pieces. • Show preferences when combining colours, tones and tints to enhance the mood of a piece. • Develop a personal style of painting, drawing upon ideas from other artists • Use brush techniques and the qualities of

St Andrew's Church School Art and Design Curriculum - EYFS- Year 6

		paint to create texture- experimenting with adding sand or PVA to increase impasto.
Painting Key Vocabulary YR 1 & 2	Painting Key Vocabulary YR 3 & 4	Painting Key Vocabulary YR 5 & 6
Primary colours, secondary colours, thin, thick, neutral colours, tints, shades, warm colours, cool colours, watercolour, sweep, dab, bold brushstroke, acrylic, paint.	Colour, foreground, middle ground, background, abstract, emotion, warm, cool, blend, mix, line, tone, acrylic, texture, pattern, lines, marks, opaque, watercolour wash, layering.	Blend, mix, line, tone, shape, watercolour, transparent, abstract, absorb, colour, impasto, media, delicate, vibrant, flowing, representation, warm colours, cold colours, atmosphere, effects, mixed media
Sculpture		
Years 1&2	Years 3&4	Years 5&6
Year 1 <ul style="list-style-type: none"> Use a combination of shapes to create 3D models. Use rolled up paper, straws, paper, card and plasticine as materials. Explore the use of different adhesives and construction methods. Use a range of modelling materials, squeezing, pinching and rolling them to make familiar or fantasy objects 	Year 3 <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Use clay and other mouldable materials. Add materials to provide interesting detail. 	Year 5 <ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern.
Year 2 <ul style="list-style-type: none"> Use techniques such as rolling, cutting, moulding and carving. Use a combination of shapes, lines and texture to create 3D models. 	Year 4 <ul style="list-style-type: none"> Use card or other construction materials. Explore the use of different adhesives and construction methods. Include texture that conveys feelings, expression or movement. 	Year 6 <ul style="list-style-type: none"> Use frameworks (such as wire or moulds) to provide stability and form. Combine visual and tactile qualities of materials.

St Andrew's Church School Art and Design Curriculum - EYFS- Year 6

Sculpture Key Vocabulary YR 1 & 2	Sculpture Key Vocabulary YR 3 & 4	Sculpture Key Vocabulary YR 5 & 6
Model, manipulate, work of art, 3D, texture sculptor, carving, sculpture, installation, shapes, materials, scrape, roll, kneed, sculpt, construct, natural, man-made, abstract.	Creative, observation, improve, sources, variation, complement, contrast, carving, surface, manipulate, join, construct, malleable, slabs, coils, slips, shape, join, crosshatch.	Form, structure, adaptation, textural effects, shape, mark, softness, joining techniques, proportions, delicate, vibrant, flowing, engaging, conceptual, abstract, inspiration, atmosphere, intricate patterns,
Collage		
Years 1&2	Years 3&4	Years 5&6
Year 1 <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials to create layering . • Mix materials to create texture. 	Year 3 <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise using increased control of tools and materials. 	Year 5 <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
Year 2 <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Combine materials to create texture and layering. 	Year 4 <ul style="list-style-type: none"> • Select and arrange materials for a striking effect, work on different scales and expressing a preference. Use coiling, overlapping, tessellation, mosaic and montage. 	Year 6 <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities with increased detail.
Collage Key Vocabulary YR 1 & 2	Collage Key Vocabulary YR 3 & 4	Collage Key Vocabulary YR 5 & 6
Collage, squares, gaps, mosaic, features, cut, place, arrange, media, sticking, gluing, natural materials, texture, observation, imagination.	Texture, shape, form, pattern, mosaic, fold, crumple, overlay, group, images, tear, different, textures, mixed media.	Shape, form, arrange, fix, media, delicate, vibrant, flowing, engaging, atmosphere, representation, overlapping, decoupage, manipulate.

St Andrew's Church School Art and Design Curriculum - EYFS- Year 6

Drawing		
Years 1&2	Years 3&4	Years 5&6
<p>Year 1</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Begin to use a variety of drawing tools. • Explore different textures. • Observe and draw landscapes, patterns and anatomy. • Show different tones by using coloured pencils. 	<p>Year 3</p> <ul style="list-style-type: none"> • Use different grades of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. • Make accurate drawings of people • – including faces. 	<p>Year 5</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. • Produce increasingly accurate drawings of faces/people.
<p>Year 2</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness using different materials. • Show pattern and texture by adding dots and lines. • Discuss the use of shadows, light and dark. • Explore different grades of pencils and discuss difference 	<p>Year 4</p> <ul style="list-style-type: none"> • Use different hardness's of pencils to show line, tone and texture with increased confidence. • Make initial sketches in preparation for painting. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<p>Year 6</p> <ul style="list-style-type: none"> • Use a choice of techniques to depict movement, perspective, shadows and reflection and explain preferences. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic) and explain preferences. • Use lines to represent movement. • Interpret the texture of a surface and show through your drawings.
<p>Drawing Key Vocabulary YR 1 & 2</p> <p>Portrait, self-portrait, line, thick, thin, broad,wavy, straight, light, dark, drawing, detail, pastels,</p>	<p>Drawing Key Vocabulary YR 3 & 4</p> <p>Detail, soft, hard, variations of tone, pale, deep, portraiture, light, dark, tone, shadow, line, pattern,</p>	<p>Drawing Key Vocabulary YR 5 & 6</p> <p>Linear, textural, pattern, perspective, tonal contrast,composition, single focal point, horizon,</p>

St Andrew's Church School Art and Design Curriculum - EYFS- Year 6

drawings, line, bold, size, space. hard, soft, observation, oil pastel.	texture, form, shape, tone, outline, charcoal, soft pastel.	scale, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait, graphite, putty rubber , charcoal,watercolour pencil.
Print		
Years 1&2	Years 3&4	Years 5&6
Year 1 <ul style="list-style-type: none"> Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). 	Year 3 <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 glued to a block). Make precise repeating patterns. 	
Year 2 <ul style="list-style-type: none"> Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make print 	Year 4 <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 glued to a block). Make precise repeating patterns. 	Year 6 <ul style="list-style-type: none"> Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work. Explore printing techniques used by various artists.
Printing Key Vocabulary YR 1 & 2	Printing Key Vocabulary YR 3 & 4	Printing Key Vocabulary YR 6
Colour, shape, printing, printmaking, relief printing, objects, block, mono printing, rollers,pattern.	line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers,overlays.	Impressed, colour overlays, pattern, shape, tile, colour, arrange, mosaic, aesthetics, composition, planning, relief method.

St Andrew's Church School Art and Design Curriculum - EYFS- Year 6

Textiles		
Years 1&2	Years 3&4	Years 5&6
Year 1 <ul style="list-style-type: none"> Use weaving to create a pattern. Join materials using glue and/or stitching. 		Year 5 <ul style="list-style-type: none"> Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces. Develop experience in embellishment.
Year 2 <ul style="list-style-type: none"> Use plaiting. Use dip dye techniques. 	Year 4 <ul style="list-style-type: none"> Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric. 	Year 6 <ul style="list-style-type: none"> Show precision in techniques. Combine previously learned techniques to create pieces. Apply knowledge of different techniques and textiles to express feeling. Work collaboratively on a larger scale.
Textiles Key Vocabulary YR 1 & 2 Pattern, line, texture, colour, shape, turn, thread, needle, textiles, decoration. similar, stitch, different, cutting, joining, rubbings, motifs, repetitive patterns.	Textiles Key Vocabulary YR 3 & 4 Colour, fabric, weave, pattern, stitch, combine, textural effect, gather, pad, quilt, cross stitch, back stitch, dye, batik, print.	Textiles Key Vocabulary YR 5 & 6 Pattern, line, texture, colour, shape, stuffing, thread, needle, textiles, decoration. creative, embellish, adaption, sources, variation, complement, contrast, scale, colour scheme, surface, manipulate, embroider, grades of thread, overlap, seam allowance layering.

St Andrew's Church School Art and Design Curriculum - EYFS- Year 6

Digital Media		
Years 1 and 2	Years 3 and 4	Years 5 and 6
<ul style="list-style-type: none"> Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> Enhance digital media by editing (including sound, video, animation, still images and installations).
Key Vocabulary YR 1 & 2	Key Vocabulary YR 3 & 4	Key Vocabulary YR 5 & 6
line, tone, texture, colour, digital colouring, composition.	line, tone, texture, colour, digital colouring, composition, digital drawing/ painting.	line, tone, texture, colour, design planning, composition, digital drawing/ painting.
Key Concepts /Skills - Take inspiration from the greats		
This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.		
Years 1 and 2	Years 3 and 4	Years 5 and 6
<ul style="list-style-type: none"> 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"> 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"> 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.