

Inspire to Aspire

Nightingale Primary School

Art and Design Progression of Knowledge and Skills

Nightingale Primary School

EYFS

EYFS Framework Objectives	Technical Proficiency	Exploring & Recording Ideas	Evaluate & Analyse	Artist Study
<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.• Share their creations, explaining the processes they have used.• Make use of props and materials when role playing characters in narratives and stories.	<p><u>Painting</u></p> <ul style="list-style-type: none">• Colour mixing.• Using different brushes and tools. <p><u>Collage</u></p> <ul style="list-style-type: none">• Hold scissors.• Cut a range of materials.• Cut straight lines.• Tear paper into strips.• Apply glue sparingly, place glued surfaces together carefully. <p><u>Sculpture</u></p> <ul style="list-style-type: none">• Mould and create simple shapes with malleable materials.	Scissors Fixing equipment Paint Clay	<ul style="list-style-type: none">• Share my creations, explaining the processes I have used.	

Year 1

National Curriculum Objectives	Technical Proficiency	Exploring & Recording Ideas	Evaluate & Analyse	Artist Study
<p>Pupils should be taught:</p> <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 ♣ to 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. 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • To develop use and control of a variety of media, name them and predict the results that they will achieve. • Colour in accurately. • Work to the size of the paper. • Make drawings to show increasing detail and context. <p><u>Painting</u></p> <ul style="list-style-type: none"> • To 'colour in' accurately including in paint. • Name primary, secondary and some tertiary colours, qualify their tonal value. 	<ul style="list-style-type: none"> • Draw different lines using different pencils (e.g. 6B, HB) • Show some pattern and texture by adding dots or lines • Show some tones by using coloured pencils • Beginning to use thick and thin brushes • Beginning to use rolled up paper, straws, paper, card and clay as materials 	<ul style="list-style-type: none"> • To write about my artwork and relate to the work of the artist 	<ul style="list-style-type: none"> • To make comments on the work of artists studied • To copy some artists studied to create my own pieces <p>Artists studied:</p> <ul style="list-style-type: none"> • Jane Hissey • Roy Lichenstein

- Mix and match basic colours and make them lighter or darker.
- Paintings to show increasing detail and context.

Sculpture

- To mould and create simple shapes with malleable materials.
- Follow instructions to assemble and dis-assemble a range of construction kits.
- Junk modelling and cover with layers of paper for painting and decorating.
- Use a wider range of simple tools to cut, shape and impress patterns.
- Fold, pleat and cut paper and card of varying thicknesses.

Year 2

National Curriculum Objectives	Technical Proficiency	Exploring & Recording Ideas	Evaluate & Analyse	Artist Study
<p>Pupils should be taught:</p> <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 ♣ to 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. 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> ● To develop use and control of a variety of media, name them and predict the results that they will achieve. ● Colour in accurately. ● Work to the size of the paper. ● Make drawings to show increasing detail and context. <p><u>Painting</u></p> <ul style="list-style-type: none"> ● To 'colour in' accurately including in paint. ● Name primary, secondary and some tertiary colours, qualify their tonal value. 	<ul style="list-style-type: none"> ● Show different tones by using coloured pencils and felt tip pens ● Draw different lines using different pencils (e.g. 6B, HB) ● Use thick and thin brushes ● Mix primary colours to make secondary colours ● Add white to colours to make tints and black to make tones ● Use rolled up paper, straws, paper, card and clay as materials ● Use and explore colour using Brusho ink and water colour paints 	<ul style="list-style-type: none"> ● To know how to talk about the materials I have used and relate my work to the work of the artist ● To know how to talk about my art work using key vocabulary 	<ul style="list-style-type: none"> ● To describe the work of artist studied ● To use some of the ideas of artists studied to create my own pieces <p>Artists studied:</p> <ul style="list-style-type: none"> ● Frances Essoua Kalu ● Ted Harrison ● Sarah Warburtons

- Mix and match basic colours and make them lighter or darker.
- Paintings to show increasing detail and context.

Textiles

- To cut fabrics into basic shapes.
- Cut threads into a variety of similar lengths.
- Thread a large eyes needle.
- Sew individual straight stitches as decoration on open weave fabrics.
- Dye a range of fabrics and threads for collage purposes.
- Weave with paper and card.

Collage

- To cut straight and curved lines from a

range of materials
with some accuracy.

- Tear paper into strips and shapes with some accuracy.
- Glue and stick accurately.
- Classify materials into colours and surface textures.



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Year 3

National Curriculum Objectives	Technical Proficiency	Exploring & Recording Ideas	Evaluate & Analyse	Artist Study
<p>Pupils should be taught:</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. ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ 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] ♣ about great artists, architects and designers in history. 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> ● To use and control more specialist media to explore ways in which they can be applied to achieve particular effects. ● Begin to match the approach to the scale of the work. ● Describe what they have achieved and how it is produced using art language. ● Make drawings that include detail and context. <p><u>Painting</u></p> <ul style="list-style-type: none"> ● To identify key visual elements in their work and the work of other e.g. colour, line, shape and space. 	<ul style="list-style-type: none"> ● Beginning to use different hardness of pencils to show line, tone and texture ● Beginning to sketch lightly and use shading to show light and shadow with sketching pencils ● Using handwriting pens to show line, tone and texture ● Explore line, tone, texture and pattern using chalk and charcoal ● Beginning to use a wider amount of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines 	<ul style="list-style-type: none"> ● To know how to talk about my art work using key vocabulary ● To talk about the materials I have used and relate to the artist ● To know how to talk about my art work and relate it to the work of the artist 	<ul style="list-style-type: none"> ● To begin to replicate some of the techniques used by artist studied and related notable artists ● To create original pieces that are influenced by studies of others <p>Artists studied:</p> <ul style="list-style-type: none"> ● Martin Jennings ● Alberto Giacometti ● Giuseppe Arcimboldo ● Diana Tonnison

- Begin to adapt and apply colours to achieve tonal effects, patterns and textures.
- Begin to match the approach to the scale of the work.
- Describe what they have achieved and how it is produced using art language.
- Make paintings that include detail and context.

Sculpture

- To mould malleable materials to create objects and people.
- Use simple techniques for building and joining clay.
- Use a wider range of tools to cut, shape and impress patterns.
- Create simple shapes from paper and card.

- Beginning to mix colours more effectively using poster paints and water colours
- Use watercolour paint to produce washes for backgrounds then add detail
- Use clay and other mouldable materials such as foil and wire

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| | <ul style="list-style-type: none">• Create papier-mache and use it to model 3D shapes.• Make armatures to support the work.• Make plaster casts. | | | |
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Year 4

National Curriculum Objectives	Technical Proficiency	Exploring & Recording Ideas	Evaluate & Analyse	Artist Study
<p>Pupils should be taught:</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. ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ 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] ♣ about great artists, architects and designers in history. 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> ● To use and control more specialist media to explore ways in which they can be applied to achieve particular effects. ● Begin to match the approach to the scale of the work. ● Describe what they have achieved and how it is produced using art language. ● Make drawings that include detail and context. <p><u>Painting</u></p> <ul style="list-style-type: none"> ● To identify key visual elements in their work and the work of others e.g. colour, line, shape and space. 	<ul style="list-style-type: none"> ● Use different hardness of pencils to show line, tone and texture ● Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines ● Mix and use colours effectively using Brusho inks ● Use clay and other mouldable materials 	<ul style="list-style-type: none"> ● To know how to talk about my art work using key vocabulary and relate this to the skills I have learnt ● To talk about the materials I have used and relate to the artist ● To know how to talk about my art work and relate it to the work of the artist 	<ul style="list-style-type: none"> ● To replicate some of the techniques used by artist and related artist studied ● To create original pieces that are influenced by studies of others <p>Artists studied:</p> <ul style="list-style-type: none"> ● Norval Morrisseau ● Melinda Hackett ● Mairi Stone

- Begin to adapt and apply colours to achieve tonal effects, patterns and textures.
- Begin to match the approach to the scale of the work.
- Describe what they have achieved and how it is produced using art language.
- Make paintings that include detail and context.

Textiles

- Cut and apply fabrics and threads with some accuracy.
- Create and apply new fabric textures by, e.g. crumpling, creasing, pleating.
- Thread and sew with fine needles.
- Sew straight stitches to create patterns and surface decoration.

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| | <ul style="list-style-type: none">• Use sewing to apply one fabric to another.• Weave using fabric strips.• Create patterns in fabric as a result of dyeing. | | | |
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Year 5

National Curriculum Objectives	Technical Proficiency	Exploring & Recording Ideas	Evaluate & Analyse	Artist Study
<p>Pupils should be taught:</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. Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ 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] ♣ about great artists, architects and designers in history. 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> ● To work with a wide range of more specialist media to achieve the desired effects. ● Compose the work and plan effective use of available space. ● Describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment and defines the processes of working in the context of key elements. ● Develop techniques to enable them to create the key elements of line, tone etc, including proportion and simple 	<ul style="list-style-type: none"> ● Beginning to use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight), using sketching pencils and charcoal ● Create a colour palette based upon colours observed in the natural or built world, using a variety of mixed media and ink ● Explore the qualities of watercolour and acrylic paints to create visually interesting pieces 	<ul style="list-style-type: none"> ● To know how to talk about my art work using key vocabulary and relate this to the skills I have learnt ● To talk about the materials I have used and relate to the artist ● To write about my art work and relate it to the work of the artist 	<ul style="list-style-type: none"> ● To begin to give details about the style of artist and related artist studied ● To begin to create original pieces that show a range of influences and styles <p>Artists studied:</p> <ul style="list-style-type: none"> ● Victoria Topping ● Picasso ● William Grill ● Lizzie McKellar

perspective in their work.

- Discover, know and use the proportion and simple perspective in their work.
- Discover, know and use the proportions of the human body.

Painting

- To work with a wide range of more specialist media and mix media to achieve desired effects.
- Use the primary colours and black and white to mix a full range of hues and tones.
- Compose the work and plan effective use of available space.
- Describe what they have produced using a wide range of art specific vocabulary

that names media, tools and equipment and defines the processes of working in the context of key elements.

Textiles

- Cut a simple paper patten and use it to create a basic 3D shape from fabric.
- Sew pieces of fabric together accurately using the sewing machine and/or by hand.
- Create new threads by, for example knotting and plaiting to use as decoration.

Collage

- To accurately cut complex shapes from a range of materials.

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| | <ul style="list-style-type: none">• Use more specialist cutting equipment and adhesives.• Alter and amend a range of surfaces to create new textures appropriate to the work. | | | |
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Year 6

National Curriculum Objectives	Technical Proficiency	Exploring & Recording Ideas	Evaluate & Analyse	Artist Study
<p>Pupils should be taught:</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. ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ 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] ♣ about great artists, architects and designers in history. 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> ● To work with a wide range of more specialist media to achieve the desired effects. ● Compose the work and plan effective use of available space. ● Describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment and defines the processes of working in the context of key elements. ● Develop techniques to enable them to create the key elements of line, tone etc, including proportion and simple 	<ul style="list-style-type: none"> ● Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight), using sketching pencils, charcoal, pen and ink ● Create a colour palette based upon colours observed in the natural or built world, using a variety of mixed media, poster paints and inks ● Explore the qualities of mixed media to create visually interesting pieces ● Use tools to carve and add shapes, texture and pattern in clay ● Use frameworks (such as wire or moulds) to provide stability and form in clay 	<ul style="list-style-type: none"> ● To know how to talk about my art work using key vocabulary and relate this to the skills I have learnt ● To talk about the materials I have used and relate to the artist ● To write an analysis my art work and relate it to the work of the artist 	<ul style="list-style-type: none"> ● To give details (including my own sketches) about the style of the artist and related artist studied ● To create original pieces that show a range of influences and styles <p>Artists studied:</p> <ul style="list-style-type: none"> ● Tomislav Tomic ● Charles Keeping ● John Dyer

perspective in their work.

- Discover, know and use the proportion and simple perspective in their work.
- Discover, know and use the proportions of the human body.

Painting

- To work with a wide range of more specialist media and mix media to achieve desired effects.
- Use the primary colours and black and white to mix a full range of hues and tones.
- Compose the work and plan effective use of available space.
- Describe what they have produced using a wide range of art specific vocabulary

that names media, tools and equipment and defines the processes of working in the context of key elements.

Sculpture

- To design and create planned sculptures from single and combined media using some of the following processes:
- A range of techniques for building, joining and decorating clay.
- A wide range of simple to fold to cut, shape and impress patterns in a range of materials.
- Carving using soft woods, plaster etc.
- Papier-mache to model 3D shapes.
- Weaving patterns using threads and varying

materials. Plaster impregnated bandage over armatures.

Printing

- To make a more complex printing block from polystyrene printing tiles and cutting it to apply more than one colour.
- Build a complex printing block by applying card, string and wool.
- Ink up a block and print regular and irregular patterns.
- Develop offset prints that investigate a range of tessellated approaches.
- Develop art language to enable them to identify and talk about pattern and texture in natural and man-made objects.

- Relate their work to the work of other artists and describe how the prints could have been made.

Collage

- To accurately cut complex shapes from a range of materials.
- Use more specialist cutting equipment and adhesives.
- Alter and amend a range of surfaces to create new textures appropriate to the work.