



St Michael and St John's RC Primary School

Art and Design Knowledge of Skills and Progression Map



Key Learning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work (ONGOING)	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.
Drawing	<ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, charcoal and chalk Use a sketchbook to gather and collect artwork. 	<ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels and charcoal Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the 	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. 	<ul style="list-style-type: none"> Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. 	<ul style="list-style-type: none"> Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. 	<ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media inc ball point pen and fine liner Develop ideas using different or mixed media, using a sketchbook.



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	<ul style="list-style-type: none"> • Begin to explore the use of line, shape and colour 	<p>figure and real objects, including single and grouped objects.</p> <ul style="list-style-type: none"> • Experiment with the visual elements; line, shape, pattern and colour. 	<ul style="list-style-type: none"> • Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> • Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> • Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
Painting	<ul style="list-style-type: none"> • Use and experiment with a variety of tools and techniques including the use of different brush sizes and types • Mix and match colours to artefacts and objects. • Mix a range of secondary colours, shades and tones. • Work on different scales e.g. large brush on large paper etc • Name and use different types of paint 		<ul style="list-style-type: none"> • Use a developed colour vocabulary e.g. tint, tone, shade, hue. • Choose paints and implements appropriately • Plan and create with different effects and textures inc. blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales e.g. thin brush on small picture etc. 		<ul style="list-style-type: none"> • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Work on preliminary studies to test media and materials. • Create imaginative work from a variety of sources. • Show an awareness of how paintings are created (composition). • Choose appropriate paint, paper and implements to adapt and extend their work. • Work from a variety of sources, inc. those researched independently. 	
Printing		<ul style="list-style-type: none"> • Use a variety of techniques, inc. carbon printing • Make marks in print with a variety of objects, including natural and made objects. 		<ul style="list-style-type: none"> • Research, create and refine a print using a variety of materials, objects and techniques. • Select broadly the kinds of material to print with in 		<ul style="list-style-type: none"> • Explain a few techniques, inc' the use of resist printing • Choose the printing method appropriate to task. • Build up layers and colours/textures.



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		<ul style="list-style-type: none"> Design patterns of increasing complexity and repetition. 		<p>order to get the effect they want</p> <ul style="list-style-type: none"> To explore pattern and shape, creating designs for printing. Resist printing Talk about the processes used to produce a simple print. 		<ul style="list-style-type: none"> Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.
Textiles/collage		<ul style="list-style-type: none"> Use a variety of techniques, e.g. weaving. Create images from imagination, experience or observation Use a wide variety of media e.g. textured collages, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	<ul style="list-style-type: none"> Name and match the tools and materials they have used. Choose collage as a means of refining and extending work already achieved explaining choices using an art vocabulary. Experiment with a range of media e.g. overlapping, layering, etc. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements 			<ul style="list-style-type: none"> Extend their work within a specified technique. Use different techniques, colours and textures etc when designing and making pieces of work. Awareness of the potential of the uses of material To be expressive and analytical to adapt, extend and justify their work.
3 D form	<ul style="list-style-type: none"> Manipulate clay in a variety of ways, e.g. rolling, kneading, shaping, thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Explore sculpture with a range of 			<ul style="list-style-type: none"> Plan, design, make and adapt models. Construct a simple clay base for extending and modelling other shapes. Use a variety of materials. Show an understanding of shape, space and form. 	<ul style="list-style-type: none"> Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and manmade materials to create sculpture. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay inc. slabs, coils, slips, etc. 	



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	<p>malleable media, especially clay.</p> <ul style="list-style-type: none"> • Experiment with, construct and join recycled, natural and man-made materials. • Explore shape and form. 			<ul style="list-style-type: none"> • Talk about their work understanding that it has been sculpted, modelled or constructed. 	<ul style="list-style-type: none"> • Create sculpture and constructions with increasing independence. 	
Digital media	<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"> • 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 these were created. 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why these were created. 	<ul style="list-style-type: none"> • Enhance digital media by editing (sound, video, animation and still images). 	<ul style="list-style-type: none"> • Enhance digital media by editing (sound, video, animation and still images).