

Breadth of Study – Art & Design

Key Stage 1	Key Stage 2
• 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, artisans and designers.	• 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.

Progression of Skills and Knowledge Art and Design		
Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Inspiration from the Greats		
Range of artists, crafts makers and designers Study a range of artists, craft makers and designers.	Study of great artists, architects and designers in history Study great artists, architects and designers in history.	
• Describe what can be seen in a piece of artwork by commenting on colour, patterns or shapes. • Ask questions and give an opinion about a piece of artwork. • Create artwork in response to the work of another artist.	• Recognise when art is from different cultures or different historical periods and explain some features. • Know how artists developed their specific style. • Know how to identify a technique or style used by different artists. • Experiment with and replicate some of the styles and techniques used by different artists. • Compare work by different artists.	• Research the work of an artist and replicate their style. • Understand what an artist is trying to achieve through their work. • Explain the style of art used and how it has been influenced by a famous artist. • Understand that art can be abstract and interpret what the meaning could be.

	•Understand the role of an architect and know the work of a famous architect. •Study the changes in design through history with a specific focus and understand the role of a designer. <i>Designers also come through DT curriculum</i>	•Study and compare the work of architects and understand how architects use creativity. •Create original pieces that show a range of influences and style. <i>Designers also come through DT curriculum</i>
Evaluating and developing work Evaluating their own work and the work of others to develop skills and knowledge. Making amendments and improvements based on evaluation and critical thinking.		
•Review own work and give an opinion or feeling about it. •Make suggestions for changes or improvements in own work.	•Compare techniques and ideas or themes in their own work and that of others. •Annotate work to explain and elaborate ideas. •Make changes to work after evaluation.	•Compare techniques and ideas or themes in their own work and that of others and explain what they think or feel about it. •Annotate work to record ideas and emotions using this to inform design ideas and thumbnail drawings/designs. •Make changes to work after evaluation and give suggestions for further development.
Drawing (Including sketchbooks) KS2 - Create sketch books to record their observations and use them to review and revisit ideas. HB pencils of varying weights to be used across both key stages. Sketch books to be used for all drawing skills and prior to other art skills e.g. painting, collage.		
•Use different types of lines e.g. straight, curved, zig-zag, range of thickness. •To use tone (light & dark) to add shading to a line e.g. pencils and coloured pencils. •Know how to create mood in a picture by using different shades •Draw and sketch from observation using knowledge of different lines to create shape. •Show pattern and texture by adding dots and lines. •Draw and sketch by using a view finder to focus on a specific area. •Sort, group or select materials for different purposes such as colour or texture. •Know how to use pastels and charcoal to create artwork.	•Use sketchbooks to experiment with skills needed to create a final piece. •Use sketchbooks to plan, prepare and build up to final piece. •Experiment with different grades of pencil and other implements to show line, tone and texture. •Create texture in artwork using different lines and marks. •Use shading to show light and shadow. •Use hatching and cross hatching to show tone and texture. •Sketch lightly (no need to use a rubber to correct mistakes). •Show an awareness of third dimension in artwork. •Show figures and forms in movement through the use of line, tone, shape or colour. •Create accurate drawings including proportion.	•Use sketchbooks to experiment with skills needed to create a final piece. •Use sketchbooks to plan, prepare and build up to final piece. •Experiment with marks and lines to create texture. •Use lines to represent movement •Experiment with media to create emotion in artwork. •Understand which medium is best suited to the planned artwork. •Use a range of mediums to create a piece of artwork. •Explain why techniques have been used. •Know how to use shading to create mood and tone. •Know how to use perspective with a focal point.

	•To work on a variety of scales.	•Use a choice of techniques to depict movement, perspective, shadows and reflection.
Painting		
•Safely use and explore a variety of tools and techniques, within painting, experimenting with colour, design, texture, form and function. •Experiment with colour mixing, match the colours they see and want to represent •Develop their small motor skills so that they can use a range of tools competently, safely and confidently. •Use large-muscle movements to wave flags and streamers, paint and make marks. •Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. •Use a range of small tools, including scissors, paint brushes and cutlery.	•Create a colour wheel to include primary and secondary colours. •Mix primary colours to make secondary. •Know how to create brown by mixing paint. •Know how to create purple by mixing paint. •Know how to create tints with paint by adding white and tones by adding grey. •Select and use different types of brushes. •Apply paint to make a background using wide brushes and other tools to express backgrounds and context. •Experiment with tools and techniques, including layering, mixing media, scraping through etc. •Explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting.	•Know how to create a background using a wash then add detail. •Know how to use different brushes to create different effects when painting. •Confidently select a brush type to match the scale of work e.g. thin brush on small picture etc. •Mix colours effectively. •Understand how artists mix a variety of secondary colours to express a mood in a work e.g. warm and cool shades. •Select paints and implements appropriately to create different effects and textures with paint •Use more specific colour language when making and matching colours e.g. tint, tone, shade, hue.
3D Art / Sculpture		
•Know how to join clay pieces together and how to make a clay pot, tile or other sculpture. •Use a combination of shapes. Include lines and texture. •Use rolled up paper, straws, paper, card and clay as materials. •Use techniques such as rolling, cutting, moulding and carving to achieve a desired effect.	•Know how to mould and sculpt malleable materials. •Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). •Include texture that conveys feelings, expression or movement. •Use clay and other mouldable materials. •Add materials to provide interesting detail.	•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. •Combine visual and tactile qualities. •Use frameworks (such as wire or moulds) to provide stability and form.
Printing		
•Press, roll, rub and stamp to make prints. •Know how to create a repeating pattern in print. •Mimic print from the environment (e.g. wallpapers).	•Print using a variety of materials, objects and techniques including layering. •Explore colour mixing through printing, using two coloured inks a roller and stencil or press print. •Replicate patterns observed in natural or built environments.	•Build up layering prints and be confident with printing on paper and fabric. •Know how to create an accurate pattern following a specific criterion, showing fine detail. •Recreate a scene observed or imagined, through collage relief 'Collagraph' printing.

•Possible printing techniques - monoprint, block, rubbings, resist printing, carbon printing, relief, press and fabric printing and rubbings.	•Explores images and recreates texture in a Collograph print using e.g. corrugated card, string, pressprint. •Make printing blocks (e.g. from coiled string glued to a block). •Design a repeating pattern made up from two or more motifs and print a tiled version.	•Recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone. •Can design prints for e.g. fabrics, book covers, wallpaper or wrapping paper.
Collage		
•Use a wide variety of media, e.g. photocopied material, fabric, plastic, tissue, magazines and crepe paper. •Know how to cut, tear, coil or crumple and layer different materials. Mix materials to create texture.	•Select and arrange materials for a striking effect. Ensure work is precise. •Use coiling, overlapping, layering, tessellation, mosaic and montage.	Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use mosaic tiles materials and techniques.
Digital Art		
•Open and use an art program on, selecting simple tools to make lines, shapes and colours. •Can use a digital camera or iPad to select, capture, save and print.	•Control the size of mark and select colours, and use predefined shapes, motifs and stamps. •Copy and paste areas of the image, save and print the image.	•Use a painting program to make an Image corresponding to their work in other art media. •Experiment with colours and textures in a graphics programme. Make an appropriate choice of filters to manipulate and create images. •Use a digital camera and combine a photo with drawing in a paint program.