

# Newnham St Peter's Church of England Primary School

*Cherish everyone, flourish together, serve others*

Friendship Joy Resilience Forgiveness Respect Service

## Art & Design Curriculum Skills Progression Document

EYFS: Reception	<b>Drawing</b> <u>Marvellous marks</u>	<b>Painting and mixed-media</b> <u>Paint my world</u>	<b>Sculpture and 3D</b> <u>Creation station</u>	<b>Craft and design</b> <u>Let's get crafty</u>	<b>Craft and design</b> <u>Seasonal crafts</u>
<p><b>Making skills (inc. Formal elements)</b></p>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Explore mark making using a range of drawing materials.</li> <li>• Investigate marks and patterns when drawing.</li> <li>• Identify similarities and difference between drawing tools.</li> <li>• Investigate how to make large and small movements with control when drawing.</li> <li>• Practise looking carefully when drawing.</li> <li>• Combine materials when drawing.</li> </ul>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Explore paint, using hands as a tool.</li> <li>• Describe colours and textures as they paint.</li> <li>• Explore what happens when paint colours mix.</li> <li>• Make natural painting tools.</li> <li>• Investigate natural materials eg paint, water for painting.</li> <li>• Explore paint textures, for example mixing in other materials or adding water.</li> <li>• Respond to a range of stimuli when painting.</li> <li>• Use paint to express ideas and feelings.</li> <li>• Explore colours, patterns and compositions when combining materials in collage.</li> </ul>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Explore the properties of clay.</li> <li>• Use modelling tools to cut and shape soft materials eg. playdough, clay.</li> <li>• Select and arrange natural materials to make 3D artworks.</li> <li>• Talk about colour, shape and texture and explain their choices.</li> <li>• Plan ideas for what they would like to make.</li> <li>• Problem-solve and try out solutions when using modelling materials.</li> <li>• Develop 3D models by adding colour.</li> <li>•</li> </ul>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Explore differences when cutting a variety of materials.</li> <li>• Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags.</li> <li>• Follow lines when cutting.</li> <li>• Experiment with threading objects, holding equipment steady to do so.</li> <li>• Explore techniques for joining paper and card eg stick, clip, tie, tape.</li> <li>• Apply craft skills eg. cutting, threading, folding to make their own artworks.</li> <li>• Design something on paper ready to make in three dimensions.</li> </ul>	

Year 1	<b>Drawing</b> <u>Make your mark</u>	<b>Painting and mixed-media</b> <u>Colour splash</u>	<b>Sculpture and 3D</b> <u>Paper play</u>	<b>Craft and design</b> <u>Woven wonders</u>
<p><b>Making skills (inc. Formal elements)</b></p>	<p>Pupils know:</p> <ul style="list-style-type: none"> <li>• That a continuous line drawing is a drawing with one unbroken line.</li> <li>• Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.</li> </ul> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Hold and use drawing tools in different ways to create different lines and marks.</li> <li>• Create marks by responding to different stimulus such as music.</li> <li>• Overlap shapes to create new ones.</li> <li>• Use mark making to replicate texture.</li> <li>• Look carefully to make an observational drawing.</li> <li>• Complete a continuous line drawing.</li> </ul>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Combine primary coloured materials to make secondary colours.</li> <li>• Mix secondary colours in paint.</li> <li>• Choose suitable sized paint brushes.</li> <li>• Clean a paintbrush to change colours.</li> <li>• Print with objects, applying a suitable layer of paint to the printing surface.</li> <li>• Overlap paint to mix new colours.</li> <li>• Use blowing to create a paint effect.</li> <li>• Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</li> </ul>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Roll and fold paper.</li> <li>• Cut shapes from paper and card.</li> <li>• Cut and glue paper to make 3D structures.</li> <li>• Decide the best way to glue something.</li> <li>• Create a variety of shapes in paper, eg spiral, zig-zag.</li> <li>• Make larger structures using newspaper rolls.</li> </ul>	<p>Pupils know:</p> <ul style="list-style-type: none"> <li>• What materials can be cut, knotted, threaded or plaited.</li> </ul> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Wrap objects/shapes with wool.</li> <li>• Measure a length.</li> <li>• Tie a knot, thread and plait.</li> <li>• Make a box loom.</li> <li>• Join using knots.</li> <li>• Weave with paper on a paper loom.</li> <li>• Weave using a combination of materials.</li> </ul>

Year 2	<b>Drawing</b> <u>Tell a story</u>	<b>Painting and mixed-media</b> <u>Life in colour</u>	<b>Sculpture and 3D</b> <u>Clay houses</u>	<b>Craft and design</b> <u>Map it out</u>
<b>Making skills (inc. Formal elements)</b>	<p>Pupils know:</p> <ul style="list-style-type: none"> <li>• How different marks can be used to represent words and sounds.</li> <li>• That a combination of materials can achieve the desired effect.</li> <li>• That charcoal is made from burning wood.</li> </ul> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Use different materials and marks to replicate texture.</li> <li>• Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers.</li> <li>• Use marks and lines to show expression on faces.</li> <li>• Make a concertina book.</li> <li>• Use drawing to tell a story.</li> <li>• Use charcoal to avoid snapping and to achieve different types of lines.</li> <li>• Use drawing pens.</li> </ul>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Mix a variety of shades of a secondary colour.</li> <li>• Make choices about amounts of paint to use when mixing a particular colour.</li> <li>• Match colours seen around them.</li> <li>• Create texture using different painting tools.</li> <li>• Make textured paper to use in a collage.</li> <li>• Choose and shape collage materials eg cutting, tearing.</li> <li>• Compose a collage, arranging and overlapping pieces for contrast and effect.</li> <li>• Add painted detail to a collage to enhance/improve it.</li> </ul>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Smooth and flatten clay.</li> <li>• Roll clay into a cylinder or ball.</li> <li>• Make different surface marks in clay.</li> <li>• Make a clay pinch pot.</li> <li>• Mix clay slip using clay and water.</li> <li>• Join two clay pieces using slip.</li> <li>• Make a relief clay sculpture.</li> <li>• Use hands in different ways as a tool to manipulate clay.</li> <li>• Use clay tools to score clay.</li> </ul>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Draw a map to illustrate a journey.</li> <li>• Separate wool fibres ready to make felt.</li> <li>• Lay wool fibres in opposite directions to make felt.</li> <li>• Roll and squeeze the felt to make the fibres stick together.</li> <li>• Add details to felt by twisting small amounts of wool.</li> <li>• Choose which parts of their drawn map to represent in their 'stained glass'.</li> <li>• Overlap cellophane/tissue to create new colours.</li> <li>• Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</li> <li>• Apply paint or ink using a printing roller.</li> <li>• Smooth a printing tile evenly to transfer an image.</li> <li>• Try out a variety of ideas for adapting prints into 2D or 3D artworks.</li> </ul>



Year 3	<b>Drawing</b> <u>Growing artists</u>	<b>Painting and mixed-media</b> <u>Prehistoric painting</u>	<b>Sculpture and 3D</b> <u>Abstract shape and space</u>	<b>Craft and design</b> <u>Ancient Egyptian scrolls</u>
<p><b>Making skills (inc. Formal elements)</b></p>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Use shapes identified within in objects as a method to draw.</li> <li>• Create tone by shading.</li> <li>• Achieve even tones when shading.</li> <li>• Make texture rubbings.</li> <li>• Create art from textured paper.</li> <li>• Hold and use a pencil to shade.</li> <li>• Tear and shape paper.</li> <li>• Use paper shapes to create a drawing.</li> <li>• Use drawing tools to take a rubbing.</li> <li>• Make careful observations to accurately draw an object.</li> <li>• Create abstract compositions to draw more expressively.</li> </ul>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Use simple shapes to scale up a drawing to make it bigger.</li> <li>• Make a cave wall surface.</li> <li>• Paint on a rough surface.</li> <li>• Make a negative and positive image.</li> <li>• Create a textured background using charcoal and chalk.</li> <li>• Use natural objects to make tools to paint with.</li> <li>• Make natural paints using natural materials.</li> <li>• Create different textures using different parts of a brush.</li> <li>• Use colour mixing to make natural colours.</li> </ul>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Join 2D shapes to make a 3D form.</li> <li>• Join larger pieces of materials, exploring what gives 3D shapes stability.</li> <li>• Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.</li> <li>• Identify and draw negative spaces.</li> <li>• Plan a sculpture by drawing.</li> <li>• Choose materials to scale up an idea.</li> <li>• Create different joins in card eg. slot, tabs, wrapping.</li> <li>• Add surface detail to a sculpture using colour or texture.</li> <li>• Display sculpture.</li> </ul>	<p>Pupils know:</p> <ul style="list-style-type: none"> <li>• That layering materials in opposite directions make the handmade paper stronger.</li> </ul> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Use a sketchbook to research a subject using different techniques and materials to present ideas.</li> <li>• Construct a new paper material using paper, water and glue</li> <li>• Use symbols to reflect both literal and figurative ideas.</li> <li>• Produce and select an effective final design.</li> <li>• Make a scroll.</li> <li>• Make a zine.</li> <li>• Use a zine to present information.</li> </ul>



Year 4	<b>Drawing</b> <u>Power prints</u>	<b>Painting and mixed-media</b> <u>Light and dark</u>	<b>Sculpture and 3D</b> <u>Mega materials</u>	<b>Craft and design</b> <u>Fabric of nature</u>
<p><b>Making skills (inc. Formal elements)</b></p>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Use pencils of different grades to shade and add tone.</li> <li>• Hold a pencil with varying pressure to create different marks.</li> <li>• Use observation and sketch objects quickly.</li> <li>• Draw objects in proportion to each other.</li> <li>• Use charcoal and a rubber to draw tone.</li> <li>• Use scissors and paper as a method to 'draw'.</li> <li>• Make choices about arranging cut elements to create a composition.</li> <li>• Create a wax resist background.</li> <li>• Use different tools to scratch into a painted surface to add contrast and pattern.</li> <li>• Choose a section of a drawing to recreate as a print.</li> <li>• Create a monoprint.</li> </ul>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Mix a tint and a shade by adding black or white.</li> <li>• Use tints and shades of a colour to create a 3D effect when painting.</li> <li>• Apply paint using different techniques eg. stippling, dabbing, washing.</li> <li>• Choose suitable painting tools.</li> <li>• Arrange objects to create a still life composition.</li> <li>• Plan a painting by drawing first.</li> <li>• Organise painting equipment independently, making choices about tools and materials.</li> </ul>	<p>Pupils know:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Use their arm to draw 3D objects on a large scale.</li> <li>• Sculpt soap from a drawn design.</li> <li>• Smooth the surface of soap using water when carving.</li> <li>• Join wire to make shapes by twisting and looping pieces together.</li> <li>• Create a neat line in wire by cutting and twisting the end onto the main piece.</li> <li>• Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.</li> <li>• Try out different ways to display a 3D piece and choose the most effective.</li> </ul>	<p>Pupils know:</p> <ul style="list-style-type: none"> <li>• That a mood board is a visual collection which aims to convey a general feeling or idea.</li> <li>• That batik is a traditional fabric decoration technique that uses hot wax.</li> </ul> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Select imagery and use as inspiration for a design project.</li> <li>• To know how to make a mood board.</li> <li>• Recognise a theme and develop colour palettes using selected imagery and drawings.</li> <li>• Draw small sections of one image to docs on colours and texture.</li> <li>• Develop observational drawings into shapes and pattern for design.</li> <li>• Transfer a design using a tracing method.</li> <li>• Make a repeating pattern tile using cut and torn paper shapes.</li> <li>• Use glue as an alternative batik technique to create patterns on fabric.</li> <li>• Use materials, like glue, in different ways depending on the desired effect.</li> <li>• Paint on fabric.</li> <li>• Wash fabric to remove glue to finish a decorative fabric piece.</li> <li>•</li> </ul>



Year 5	<b>Drawing</b> <u>I need space!</u>	<b>Painting and mixed-media</b> <u>Portraits</u>	<b>Sculpture and 3D</b> <u>Interactive installation</u>	<b>Craft and design</b> <u>Architecture</u>
<b>Making skills (inc. Formal elements)</b>	<p>Pupils know:</p> <ul style="list-style-type: none"> <li>• What print effects different materials make.</li> </ul> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Analyse an image that considers impact, audience and purpose.</li> <li>• Draw the same image in different ways with different materials and techniques.</li> <li>• Make a collagraph plate.</li> <li>• Make a collagraph print.</li> <li>• Develop drawn ideas for a print.</li> <li>• Combine techniques to create a final composition.</li> <li>• Decide what materials and tools to use based on experience and knowledge.</li> </ul>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Develop a drawing into a painting.</li> <li>• Create a drawing using text as lines and tone.</li> <li>• Experiment with materials and create different backgrounds to draw onto.</li> <li>• Use a photograph as a starting point for a mixed-media artwork.</li> <li>• Take an interesting portrait photograph, exploring different angles.</li> <li>• Adapt an image to create a new one.</li> <li>• Combine materials to create an effect.</li> <li>• Choose colours to represent an idea or atmosphere.</li> <li>• Develop a final composition from sketchbook ideas.</li> </ul>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</li> <li>• Try out ideas on a small scale to assess their effect.</li> <li>• Use everyday objects to form a sculpture.</li> <li>• Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</li> <li>• Try out ideas for making a sculpture interactive.</li> <li>• Plan an installation proposal, making choices about light, sound and display.</li> </ul>	<p>Pupils know:</p> <ul style="list-style-type: none"> <li>• The steps to make a monoprint.</li> <li>• When a roller is sufficiently inked.</li> </ul> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Make an observational drawing of a house.</li> <li>• Use shapes and measuring as methods to draw accurate proportions.</li> <li>• Select a small section of a drawing to use as a print design.</li> <li>• Develop drawings further to use as a design for print.</li> <li>• Design a building that fits a specific brief.</li> <li>• Draw an idea in the style of an architect that is annotated to explain key features.</li> <li>• Draw from different views, such as a front or side elevation.</li> <li>• Use sketchbooks to research and present information about an artist.</li> <li>• Interpret an idea in into a design for a structure.</li> </ul>

Year 6	<b>Drawing</b> <a href="#">Make my voice heard</a>	<b>Painting and mixed-media</b> <a href="#">Artist study</a>	<b>Sculpture and 3D</b> <a href="#">Making memories</a>	<b>Craft and design</b> <a href="#">Photo opportunity</a>
<b>Making skills (inc. Formal elements)</b>	<p>Pupils know:</p> <ul style="list-style-type: none"> <li>To know gestural and expressive ways to make marks.</li> <li>To know effects different materials make.</li> <li>To know the effects created when drawing into different surfaces</li> </ul> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>Use symbolism as a way to create imagery.</li> <li>Combine imagery into unique compositions.</li> <li>Achieve the tonal technique called chiaroscuro.</li> <li>Make handmade tools to draw with.</li> <li>Use charcoal to create chiaroscuro effects.</li> </ul>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>Use sketchbooks to research and present information.</li> <li>Develop ideas into a plan for a final piece.</li> <li>Make a personal response to the artwork of another artist.</li> <li>Use different methods to analyse artwork such as drama, discussion and questioning.</li> </ul>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>Translate a 2D image into a 3D form.</li> <li>Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</li> <li>Manipulate cardboard to create different textures.</li> <li>Make a cardboard relief sculpture.</li> <li>Make visual notes to generate ideas for a final piece.</li> <li>Translate ideas into sculptural forms.</li> </ul>	<p>Pupils know:</p> <ul style="list-style-type: none"> <li>How different materials can be used to produce photorealistic artwork.</li> <li>That macro photography is showing a subject as larger than it is in real life.</li> </ul> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>Create a photomontage.</li> <li>Create artwork for a design brief.</li> <li>Use a camera or tablet for photography.</li> <li>Identify the parts of a camera.</li> <li>Take a macro photo, choosing an interesting composition.</li> <li>Manipulate a photograph using photo editing tools.</li> <li>Use drama and props to recreate imagery.</li> <li>Take a portrait photograph.</li> <li>Use a grid method to copy a photograph into a drawing.</li> </ul>







