

ART AND DESIGN KNOWLEDGE AND SKILLS PROGRESSION

INTENT

At Brabourne CEP School, we value Art and Design as an integral part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas. Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. They should explore different media, artists, designers and the language around Art and Design. We experiment with the use of colour, texture, form, line, shape, patterns and different materials. We aim to enable our pupils to use art to communicate what they see, feel and think.

In line with the National Curriculum, the principal aims of Art at Brabourne are for all pupils to:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

By the end of EYFS, pupils will:

- Be able to use art to be creative and express themselves in different ways
- Be able to create pictures of what they can see and imagine
- Develop some control when using pencils, paint brushes and other materials

They will know that art conveys both thinking (ideas) and feeling (emotion). They will use a variety of ways to express and communicate through art. They will know that creative thinking involves original responses, not just copying or imitating existing artworks. They will use their imagination, curiosity, creativity, cognition, critical thinking and experimentation skills to allow them to improvise, collaborate,

interact and engage in artistic sustained shared thinking. They will have time, space and opportunity to revisit and reflect on artistic experiences. Children in EYFS will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories.

By the end of Key Stage 1, pupils will:

- Be able to use a range of materials in a creative way to design and make products
- Be able to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop their own use of colour, pattern, texture, line, shape, form and space
- Know about the work of a range of artists, craft makers and designers, describe similarities and differences between different practices and principles, and used some of their techniques in their own work.

By the end of Key Stage 2, pupils will:

- Develop their techniques to create and experiment with greater control and choice of materials through the study of great artists and designers.
- Be confident in the use of sketch books to record their observations, develop review and refine their ideas.
- Have improved their mastery of a range of art and design techniques including drawing, painting and sculpture with a range of materials.
- Be aware of different kinds of art, craft and design and the techniques that are used to create them.

IMPLEMENTATION

Children will develop a deep understanding of **key concepts** as they move through our art and design curriculum. Key concepts have been carefully considered and identified as the core knowledge and skills required to successfully achieve in art and design. Key concepts are revisited and developed as the pupils move through the school to ensure that knowledge and skills are firmly embedded within their long-term memory.

Key Concepts: These concepts are explored through each unit of art and build progressively as pupils move through the school.

- **Knowledge of artists and designers:** (factual knowledge)
- **Exploring and developing ideas:** (conceptual knowledge)
- **Making skills:** (procedural knowledge)
- **Evaluating:** (metacognitive knowledge)

Areas of knowledge:

- **Drawing**
- **Painting & Mixed Media**
- **Sculpture & 3D**
- **Craft & Design**
- **Artists & Designers**

The children are taught Art as an integral part of their termly topic work. Areas covered include sculpture mosaics, printing, collage, watercolour and pastel. The work of famous local, national and international artists is explored to enhance the children's learning. The children's learning is further enhanced with whole school Art theme days when the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists. Our hall displays often link our artwork with our topic and sometimes link us all together as a school. Our class artwork covers all aspects of the Art curriculum.

Lessons focus on the discrete skills of the formal elements of art: line, shape, tone, texture, pattern, colour. Each unit of study begins with the examination of a knowledge organiser, which the children use to refer to throughout. The development of children's oracy is also given a high profile and is promoted through the use of subject specific terminology and vocabulary in art and design lessons. When discussing and presenting new knowledge learned within the art and design curriculum, children will be directed to specific and progressive vocabulary.

A typical teaching sequence in art and design at Brabourne is as follows:

- Study the work and techniques of an artist

- Compare and contrast with the work of previous artists studied or other works in the same style
- Critically evaluate the artists' work to inform their own ideas
- Experiment, investigate and refine the different techniques using appropriate media
- Create their own artwork, applying new techniques, skills and media to their own work
- Critically evaluate their work, refining and improving where appropriate
- Reflect and recap the knowledge and skills remembered and learnt

At the beginning of each unit and throughout, children revisit prior learning and link this to new concepts being taught. Additionally, at the end of a learning sequence, children reflect on their new learning and skills and there is opportunity for further teaching when knowledge or skills have not been retained.

IMPACT

Teachers assess children's knowledge, understanding and skills in Art by making observations of the children working during lessons. This formative assessment has a direct impact on the child's progress within a lesson and/or series of lessons. Within a lesson, children are given verbal feedback by the class teacher which enables the child to consider potential changes in approaches to develop their ideas, knowledge and skills. Feedback is also given to the children by their peers through group critique sessions. However, the children are encouraged to be critical of their own work, highlighting their own next steps. Summative assessment takes place by moderating pupils' work in their sketch/art folders, against the Art progression grid, to moderate each child's attainment of knowledge and skills in specific areas of the art curriculum. Pupil knowledge is also measured through responses to the Key Questions taught. This allows the Art subject leader to measure the impact of the progression map documents, as well as teaching and learning within different year groups. A data drop takes place three times a year to measure pupil progress. Progress on Art is reported to parents three times a year. Our subject leaders also monitor the effectiveness of the art and design curriculum through carrying out regular monitoring evaluations. These evaluations are quality assured by the Curriculum Lead, Senior Leadership and Governors.

Year Group	Knowledge of artists and designers
EYFS	I can give simple opinions about the work of an artist or designer
1	I am able to give my opinion and say why I like or dislike the work of other artists
	I can say something about the style of an artist or designer
2	I can describe the similarities and differences between pieces of work by other artists
	I can recognise some of the styles of artists and designers and use these ideas to inform my own work
3	I am able to research and appraise work of artists and designers and show their influences in my work
4	I have an understanding of significant artists throughout history and am able to link my work to them
	I can explain the historical or cultural significance of the work of a chosen artist or art form
5	I can research and develop the techniques of great artists and designers and apply this in my own work
	I understand how a chosen artist or art form has contributed to the culture and/or history of a nation
6	I am able to critically analyse the work of artists, architects and designers throughout history
	I can explain how a chosen artist or art form has contributed to the culture and/or history of a nation

Year Group	Exploring and developing ideas
EYFS	I can safely use and explore a variety of materials, tools and techniques to create my own artwork
1	I can create a piece of art from either imagination or as a response to an experience
	I can talk about the choices of tools, materials and media I have used
2	I can develop and record my ideas through painting, drawing and sculpture in response to first hand observations and experiences
	I can take inspiration from an artist to develop my own artwork
	I am showing confidence when working creatively
Year 3/4	I use my sketchbook to experiment with techniques used by studied artists
	I use my sketchbook to record ideas and to plan and refine work
	I am able to talk about my artistic intention and how I want my audience to feel or think
	I show confidence and independence when working creatively
Year 5/6	I can investigate different starting points for my work and choose which idea to develop further
	I am able to use art to express an emotion and say why I have used my chosen materials
	I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations
	I can use my sketchbook to record experiments with media and to try out new techniques and processes
	I can produce personal and imaginative responses to a theme
	I can explain how I am developing and refining ideas using language appropriate to the chosen style of art

Year Group	Evaluating their own work
EYFS	I can say what I like or don't like about my artwork
1	I can describe some of the art and design techniques I have used in my work
	I can talk about the features I like in a piece of artwork, including my own and what I might change in my own work
2	I can talk in more detail about the techniques and materials used in my own work and the work of others
	I can use appropriate vocabulary to talk about details of the work
	I can describe how I changed or adapted my work for a specific purpose
Year 3/4	I can compare ideas, methods and approaches used in my own artwork and the work of others
	I use annotations in my sketchbook to describe ideas that work well and areas that could be developed or improved
Year 5/6	I use language specific to a range of techniques to identify effective or less effective features and use this to inform my own work
	I can give reasoned evaluations of my own and other's work which takes account of context and intention
	I use annotations in my sketchbook to critically evaluate and develop my ideas

Year group	Making skills: Craft, design, materials and techniques
EYFS	I can explore using different materials to create texture or shape
1	I can manipulate a range of materials and use techniques such as clay-etching, printing and collage
2	I can use a range of materials to design and make a product using craft, weaving, printmaking, sculpture and clay
3	I can use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products
4	I can make art from recycled materials, create sculptures, print and create using a range of materials
	I can display and present my own artwork
5	I can create mixed media art using found and reclaimed materials.
	I can select materials for a purpose
6	I can create photomontages
	I can make repeat patterns using printing techniques
	I can create digital art
	I can create 3D sculptural forms

Year group	Knowing and applying formal elements: Colour
EYFS	I can name and choose colours for a specific purpose
1	I can mix the primary colours and know how to mix them to create secondary colours
	I can create shades of a colour and choose and justify colours for purpose
2	I can mix, apply and refine and describe colour mixing for purpose using wet and dry media
3	I can mix, apply colour using natural pigments
	I can use aspects of colour such as tints and shades for different purposes
4	I can analyse and describe colour and painting techniques in artists work
	I can manipulate colour for print
5	I can select and mix complex colours to depict thoughts and feelings
6	I can mix and apply colours to represent still life objects from observations
	I can express feelings and emotions through colour
	I can study colour used by impressionist painters

Year group	Knowing and applying formal elements: Form
EYFS	I can explore materials and joining techniques
1	I can create a simple form through making sculpture
	I can use simple language to describe form and space
2	I can create a 3D sculptural form
	I can begin to understand how to represent form when drawing
3	I can further develop my ability to describe a 3D form in a range of materials, including drawing
4	I can further develop my ability to describe and model form in 3D using a range of materials
	I can analyse and describe how artists use and apply form in their work
5	I can extend my ability to describe and model form in 3D using a range of materials
6	I can express and articulate a personal message through sculpture
	I can analyse and study artists' use of form

Year group	Knowing and applying formal elements: Line
EYFS	I can hold and use a pencil, pen, etc effectively
1	I can use, express and experiment with line for purpose
	I can use appropriate language to describe lines
2	I can draw lines with increased skill and confidence
	I can use line for expression when drawing portraits
3	I can express and describe organic and geometric forms through different types of line
4	I can apply symmetry to draw accurate shapes
	I can analyse and describe how artists use line in their work
5	I can extend and develop a greater understanding of applying expression when using line
6	I can demonstrate my deeper knowledge and understanding of using line when drawing portraits
	I can demonstrate greater skill and control when using lines
	I can study and apply the techniques of other artists

Year group	Knowing and applying formal elements: Pattern
EYFS	I can make a simple repeating pattern following the SSM progression trajectory (AB, ABC, ABB, etc)
1	I can understand patterns in nature and design and make patterns in a range of materials
2	I can demonstrate a range of techniques to make repeating and non-repeating patterns
	I can identify natural and man-made patterns and create patterns of my own
3	I can construct a variety of patterns through craft materials to further develop my understanding of pattern
4	I can create original designs for patterns using geometric repeating shapes
	I can analyse and describe how other artists' use pattern
5	I can construct patterns through various methods to develop my understanding
6	I can represent feelings and emotions through patterns
	I can create sophisticated artwork using my knowledge of pattern

Year group	Knowing and applying formal elements: Shape
EYFS	I can identify, describe and use simple shapes including those from the natural world for a purpose
1	I can identify, describe and use shape for purpose
2	I can compose geometric designs by adapting the work of other artists to suit my own ideas
3	I can identify, draw and label shapes within images and objects.
	I can create and form shapes from 3D materials
4	I can create geometric compositions using mathematical shapes
	I can analyse and describe the use of shape in artists' work
5	I can compose original designs by adapting and synthesising the work of others
	I can analyse and evaluate artists' use of shape
6	I can fluently sketch key shapes and objects when drawing
	I can create abstract compositions using knowledge of other artists' work

Year group	Knowing and applying formal elements: Texture
EYFS	I can investigate materials including those in the natural world
1	I can use materials to create textures
2	I can describe different textures
	I can select appropriate materials to create textures
3	I can analyse and describe texture with artists' work
4	I can use a range of materials to express complex textures
5	I can develop an understanding of texture through practical making activities
6	I can understand how artists manipulate materials to create texture

Year group	Knowing and applying formal elements: Tone
EYFS	I can talk about light and dark colours
1	I can understand what tone is and how to apply this to my own work
2	I can experiment with pencils to create tone and use tone to create form when drawing
3	I can develop skill and control when using tone and use simple shading rules
4	I can use a variety of tones to create different effects
	I can understand tone in more depth to create 3D effects and analyse and describe the use of tone in artists' work
5	I can develop an increasing sophistication when using tone to describe objects when drawing and analyse artists' use of tone
6	I can use tone to describe light and shade, contrast, highlight and shadow and manipulate tone for halo and chiaroscuro techniques

Year group	Sketchbooks
1	I can use sketchbooks through teacher modelling and use sketchbooks to record thoughts and ideas and to experiment with materials
2	I can use sketchbooks more effectively through further teacher modelling and use sketchbooks to record thoughts and ideas and to experiment with materials
3	I can use sketchbooks to generate ideas and record thoughts and observations and make records of visual experiments
4	I can use sketchbooks for planning and refining work, to record observations and ideas and develop skill and technique
5	I can develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks
6	I can make personal investigations and record observations in sketchbooks
	I can record experiments with media and try out new techniques and processes in sketchbooks

Year group	Creating original artwork; Identify similarities and differences to others' work; Reflecting
EYFS	I can safely use and explore a variety of materials, tools and techniques to create my own artwork
	I can give simple opinions about the work of an artist or designer
	I can say what I like or don't like about my artwork
1	I can explore and create ideas for purposes and intentions
	I can recognise and describe key features of my own and others' work
	I can describe what I feel about my work and the art of others
2	I can use artist sources to develop my own original artwork and gain inspiration for artwork from the natural world
	I can compare others' work, identifying similarities and differences
	I can describe choices and preferences using the language of art
3	I can create personal artwork using the artwork of others to stimulate me
	I can discuss my own and others' work using an increasingly sophisticated use of art language (formal elements)
	I can reflect on my own work in order to make improvements
4	I can use literary sources to inspire art and express thoughts and feelings through the tactile creation of art. I can manipulate materials to achieve desired effects and represent ideas from multiple perspectives
	I can build a more complex vocabulary when discussing my own and others' art
	I can use my own and others' opinion to identify areas of improvement
5	I can express thoughts and feelings about familiar products and design new architectural forms, design and invent new products, link art work to literary sources
	I can develop a greater understanding of vocabulary when discussing my own and others' work
	I can regularly analyse and reflect on my intentions and choices
6	I can develop personal imaginative responses to a theme and produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. I can express ideas about art through messages, graphics, text and images.
	I can use the language of art with greater sophistication when discussing my own and others' art
	I can give reasoned evaluations of my own and others' work which takes account of context and intention

The progression through specific making skills are outlined below:

Year group	Making skills: Drawing
EYFS	I can explore mark making in different ways with a variety of different tools
1	I can explore mark making, experiment with drawing lines and using 2D shapes to draw
2	I can explore drawing techniques and begin to apply tone to describe form
	I am developing skill and control with different drawing materials
3	I can draw from direct observation, applying shapes and some tonal shading when drawing
	I can draw using different media
4	I can draw still life from observation
	I show an understanding of geometry and proportion in my drawings
5	I can draw using precision, perspective and detail
6	I can learn and apply new drawing techniques

Year group	Making skills: Painting
EYFS	I can explore making patterns, shapes and pictures using paints
	I can experiment with mixing colours
1	I can develop skill and control when painting
	I can paint with expression
2	I can paint with creativity and expression
3	I can apply greater expression and creativity to my paintings
4	I can paint with expression, analysing painting by artists
5	I can control brush strokes and apply tints and shades when painting
6	I can apply tonal techniques and more complex colour theory to my own work

Vocabulary

Year R, 1, 2
Pencils, pastels, felt tip, shape, mix, primary colour, secondary colour, hard or soft material, pattern, repeating pattern, rubbings. Artists, Pencils, Rubbers, Crayons, Pastels, Felt tip, Charcoal, Chalk, Marks, Lines Shape, Texture, pointing, brush, mix, match, mixing, primary colour, secondary colour, sort fabric, knotting, pulling, cut, apply, decoration, print, dip, dyes, weave, photocopy, magazine, crepe paper, fold, crumble, tear, overlap, hard or soft material, sponge, pattern, repeating pattern, rubbings.
Year 3 and 4
Plan, design, join clay, 3-D object, shading, hint of ... Plan, design, make model, join clay, extend shape, surface pattern, papier-mache, 3-D object, charcoal, pencil, crayon, chalk, pastels, pens, grade of pencil, tone, thin brush, shading, hint of.. tint of..., collage, layering, overlapping.
Year 5 and 6
Identify artists, shading, perspective from a single point, scale, proportion, tone, contrast. Photographs, digital images, identify artists, shading, perspective from a single point, composition, scale, proportion, thread, needle, stitch, sculptures, intricate patterns, tone, contrast.

Early Years Foundation Stage

Expressive Arts and Design Creating with Materials

ELG

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories

The Natural World

ELG

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

In the reception class children have access to a designated art and design area as part of their learning environment which they access during both their adult led time and during continuous provision. Within the adult led time children will be taught the skills they need, and introduced to the tools they need to shape, fix and join materials; choose, select and mix colour; draw, paint and sculpt. When the children are accessing the area within continuous provision, they will be able to use apply the skills and knowledge gained to explore and use the equipment independently. During this time adults will model how to use the resources and support the children as needed.

Children will use learn to effectively use tools such as scissors (with increasing levels of complexity based upon their fine motor skills needs), hole punches, staplers, and tape dispensers. Outside they have access to a wood working area where they will learn to use tools such as palm drills and stubby hammers.

Through adult modelling and interaction they will learn how to use these tools safely and the importance of doing so.

They will explore different ways to fix and join materials together and through evaluation of their work will be able to make choices over which method or material to use to best suit a purpose. They will have access to glue sticks, PVA glue, sellotape and masking tape, split pins, paper

clips, treasury tags, wool/string/ribbon, staples. Again adult modelling and interaction will allow the children to understand how to use these resources to best support their work.

The children will have access to a variety of different media such as felt pens, coloured pencils, wax crayons, poster paint and powdered paint. The children will learn the names of the colours and will learn to select colours and resources (thick/thin brushes, crayons for rubbing etc) to best suit their work. They will learn the primary colours and how to mix these to make secondary colours using poster paint and powdered paint.

The children are also taught to use their senses to explore the world around them and will learn basic observation skills to observe an object and then draw it, particularly within the natural world.

The children also have access playdough where they can explore sculpting, rolling, cutting and shaping the dough using rolling pins, cutters and sculpting tools. They will also use clay throughout the year to create some different art work such as diva lamps, animals/dinosaurs, faces etc. The children also mix ingredients to make their own dough.

To support children's work in Art within their provision they will also have access to styles and different colours and sizes of paper and card and tissue paper, junk modelling (recycled packaging materials), stencils, rubbing plates, rubbers, pencil sharpeners, fabric, glitter, sequins, feathers etc.

The children's work is displayed and valued within the learning environment. Evaluation forms part of the learning process and they are encouraged to share and talk about their models and art work and what they have done during review times at the end of the session.