



Killamarsh Infant and Nursery School 'Brighter Beginnings'

Art & Design Progression of Knowledge

Knowledge of Art & Design covers these elements:

- Generating ideas
- Using sketchbooks
- Making skills (including formal elements)
- Knowledge of artists
- Evaluating and analysing

Development matters

Birth – 3 years

- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas.

3 – 4 years (FS1 – Nursery)

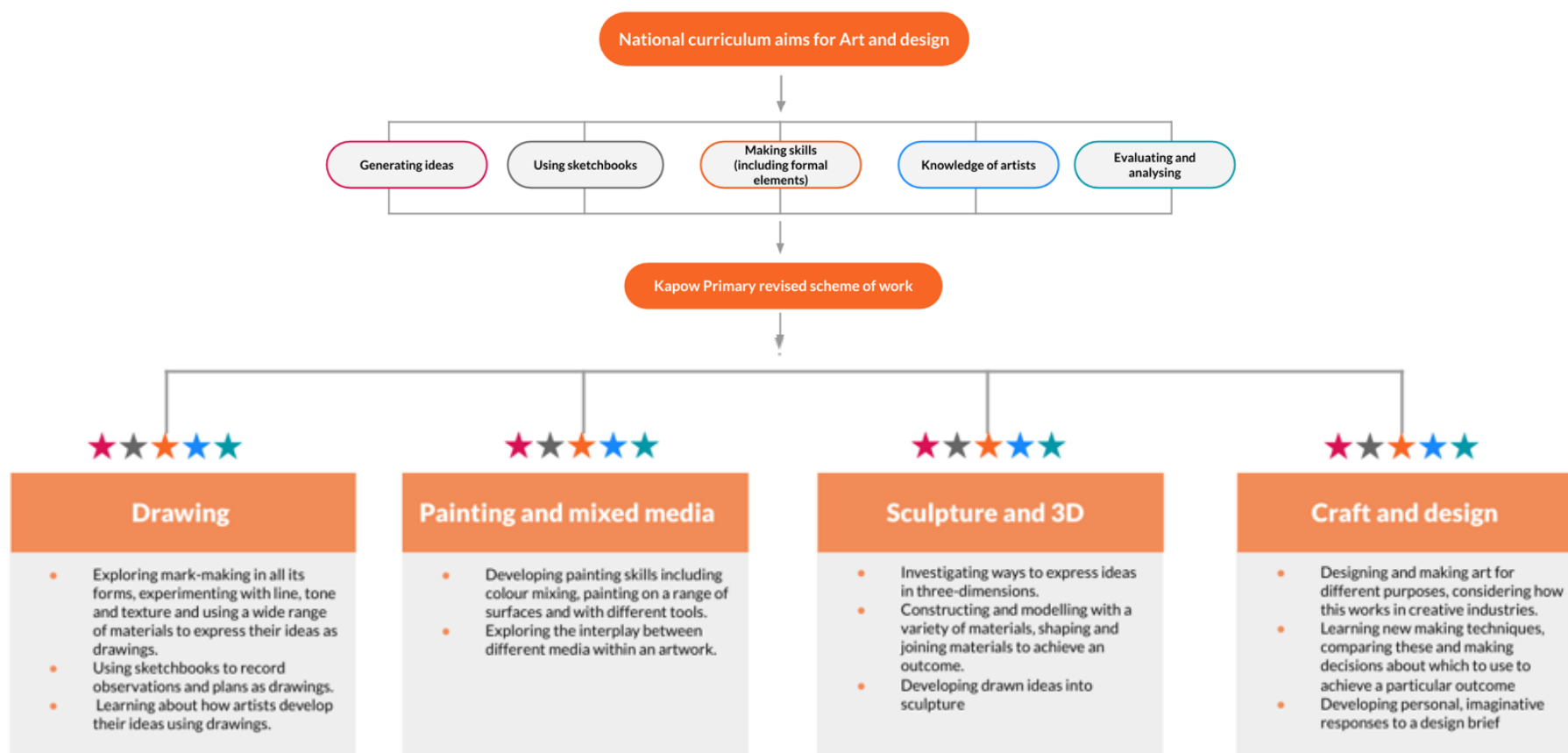
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour-mixing.

4 – 5 years (FS2 – Reception)

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

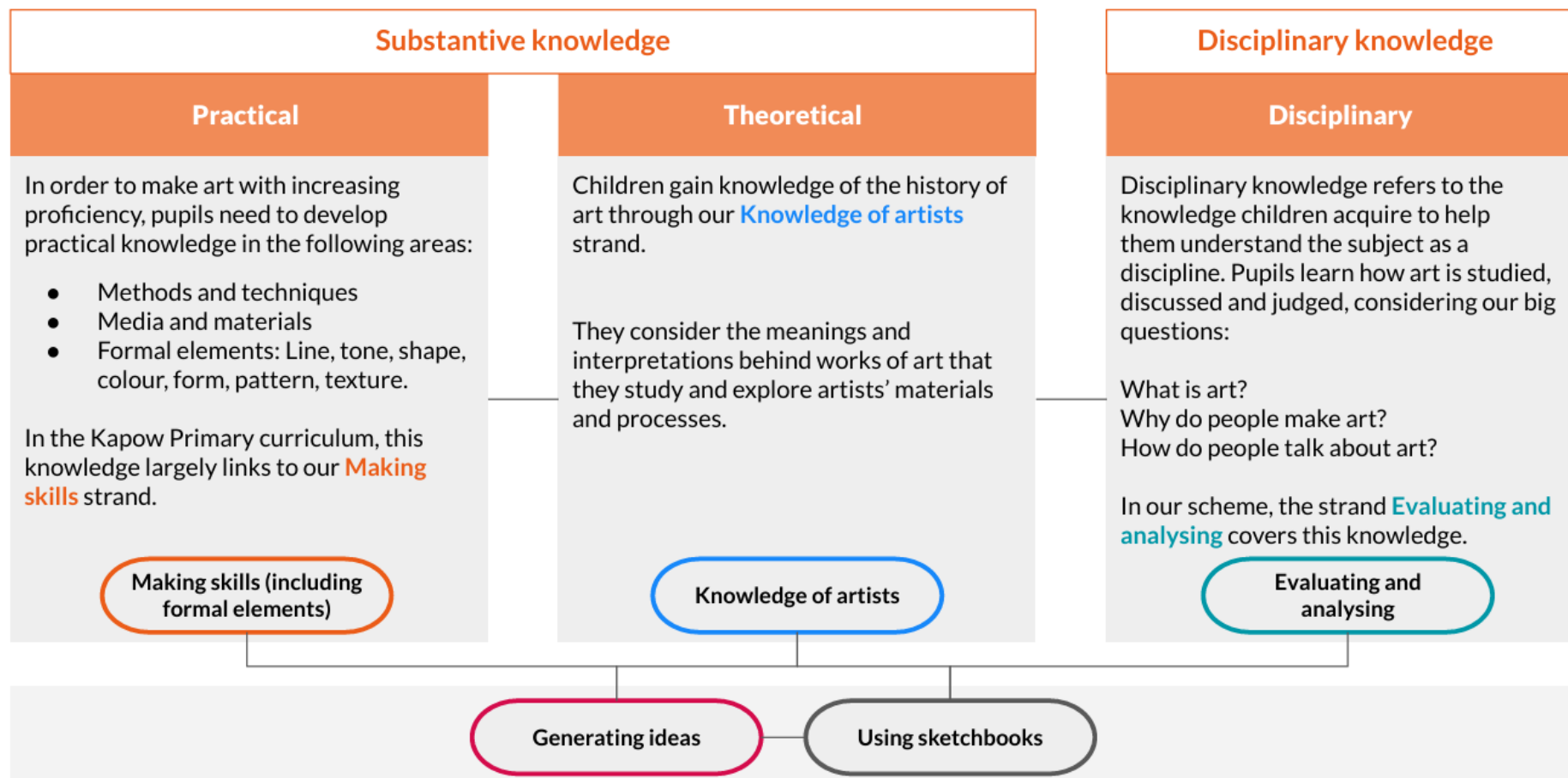


At Killamarsh Infant and Nursery School pupils progress in art by developing their **practical, theoretical and disciplinary** knowledge in **Making skills, Knowledge of artists and Evaluating and analysing** strands. This knowledge underpins the skills, techniques and practices learned in the art curriculum. We follow the Kapow Primary scheme for Art and Design to ensure full coverage and quality of content.





Types of knowledge in Art & Design





EYFS: Reception

Making skills (including formal elements)

Drawing

Pupils know ...	So they can ...
How to: • Explore mark making using a range of drawing materials. • Investigate marks and patterns when drawing. • Identify similarities and difference between drawing tools. • Investigate how to make large and small movements with control when drawing. • Practise looking carefully when drawing. • Combine materials when drawing.	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces)

Painting and Mixed media

Pupils know how to ...	So they can ...
• Explore paint, using hands as a tool. • Describe colours and textures as they paint. • Explore what happens when paint colours mix. • Make natural painting tools.	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.

Sculpture & 3D

Pupils know how to ...	So they can ...
• Explore the properties of clay. • Use modelling tools to cut and shape soft materials eg. playdough, clay. • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices.	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over



● Plan ideas for what they would like to make. ● Problem-solve and try out solutions when using modelling materials. ● Develop 3D models by adding colour.	outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)
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Craft & Design

Pupils know how to ...	So they can ...
● Explore differences when cutting a variety of materials. ● Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. ● Follow lines when cutting. ● Experiment with threading objects, holding equipment steady to do so. ● Explore techniques for joining paper and card eg stick, clip, tie, tape. ● Apply craft skills eg. cutting, threading, folding to make their own artworks. ● Design something on paper ready to make in three dimensions.	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome.

Knowledge of:

- Colour – The names of a wide range of colours. Colours can be mixed to make new colours.
- Form – Modelling materials can be shaped using hands or tools.
- Shape – The names of simple shapes in art.
- Line – Lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'.
- Pattern – When they have made a pattern with objects/colours/drawn marks and be able to describe it.
- Texture – Simple terms to describe what something feels like (eg. bumpy)
- Tone - There are different shades of the same colour and identify colours as 'light' or 'dark'.

Knowledge of Artists

<i>Pupils know ...</i>	<i>So they can ...</i>
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Meanings – This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks. Interpretation – This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks. Materials and Processes – • Artists use modelling materials like clay to recreate things from real life. • Artists choose colours to draw or paint with. • Artists draw many different things and use different tools to draw with. • Sometimes artists are inspired by the seasons. • Some art doesn't last long- it is temporary. • Sometimes artists cut and stick photos to make new images.	Enjoy looking at and talking about art. Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.
<i>Themes</i> Nature – Painting and mixed media: Paint my world Seasonal crafts: Autumn wreaths, Suncatcher Celebration – Seasonal crafts: Salt dough decorations, Egg threading Sustainability – N/A Identity – Drawing: Marvellous marks Stories – N/A Right and Wrong – N/A Symbols – N/A	



<i>Pupils know ...</i>	<i>So they can ...</i>
Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.

Year 1 Art and Design

Making skills (including formal elements)

Drawing

<i>Pupils know ...</i>	<i>So they can ...</i>
• That a continuous line drawing is a drawing with one unbroken line. • Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. • How to: • Hold and use drawing tools in different ways to create different lines and marks. • Create marks by responding to different stimulus such as music. • Overlap shapes to create new ones. • Use mark making to replicate texture. • Look carefully to make an observational drawing. • Complete a continuous line drawing.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture.

Painting and Mixed media

<i>Pupils know how to ...</i>	<i>So they can ...</i>
• Combine primary coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect.



• Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.	
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Sculpture & 3D

Pupils know how to ...	So they can ...
• Roll and fold paper. • Cut shapes from paper and card. • Cut and glue paper to make 3D structures. • Decide the best way to glue something. • Create a variety of shapes in paper, eg spiral, zig-zag. • Make larger structures using newspaper rolls.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.

Craft & Design

Pupils know ...	So they can ...
• What materials can be cut, knotted, threaded or plaited. How to: • Wrap objects/shapes with wool. • Measure a length. • Tie a knot, thread and plait. • Make a box loom. • Join using knots. • Weave with paper on a paper loom. • Weave using a combination of materials.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place



Knowledge of:

- Colour – That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours.
- Form – Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture.
- Shape – A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.
- Line –Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings.
- Pattern – That a pattern is a design in which shapes, colours or lines are repeated.
- Texture – That texture means ‘what something feels like’. Different marks can be used to represent the textures of objects. Different drawing tools make different marks.
- Tone - That there are many different shades (or ‘hues’) of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.

Knowledge of Artists

<i>Pupils know ...</i>	<i>So they can ...</i>
Meanings – ● Some artists are influenced by things happening around them. Interpretation – ● Sometimes artists concentrate on how they are making something rather than what they make. ● Artists living in different places at different times can be inspired by similar ideas or stories. Materials and Processes – ● Artists can use everyday materials that have been thrown away to make art. ● Artists choose materials that suit what they want to make.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Understand how artists choose materials based on their properties in order to achieve certain effects.
<i>Themes</i> Nature – N/A	



Celebration – N/A

Sustainability – Craft and design: Woven wonders

Identity – Sculpture and 3D: Paper play

Stories – N/A

Right and Wrong – N/A

Symbols – N/A

Evaluating & Analysing

<i>Pupils know ...</i>	<i>So they can ...</i>
• Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates. • Craft is making something creative and useful.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.

Year 2 Art and Design

Making skills (including formal elements)

Drawing

<i>Pupils know ...</i>	<i>So they can ...</i>
• How different marks can be used to represent words and sounds. • That a combination of materials can achieve the desired effect.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an



• That charcoal is made from burning wood. - How to: • Use different materials and marks to replicate texture. • Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. • Use marks and lines to show expression on faces. • Make a concertina book. • Use drawing to tell a story. • Use charcoal to avoid snapping and to achieve different types of lines. • Use drawing pens	effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.
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Painting and Mixed media

Pupils know how to ... • Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. • Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials eg cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance/improve it.	So they can ... Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.
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Sculpture & 3D

Pupils know how to ...	So they can ...
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● Smooth and flatten clay. ● Roll clay into a cylinder or ball. ● Make different surface marks in clay. ● Make a clay pinch pot. ● Mix clay slip using clay and water. ● Join two clay pieces using slip. ● Make a relief clay sculpture. ● Use hands in different ways as a tool to manipulate clay. ● Use clay tools to score clay.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.
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Craft & Design

<i>Pupils know how to ...</i>	<i>So they can ...</i>
● Draw a map to illustrate a journey. ● Separate wool fibres ready to make felt. ● Lay wool fibres in opposite directions to make felt. ● Roll and squeeze the felt to make the fibres stick together. ● Add details to felt by twisting small amounts of wool. ● Choose which parts of their drawn map to represent in their 'stained glass'. ● Overlap cellophane/tissue to create new colours. ● Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. ● Apply paint or ink using a printing roller. ● Smooth a printing tile evenly to transfer an image. ● Try out a variety of ideas for adapting prints into 2D or 3D artworks.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.

Knowledge of:



- Colour – Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under ‘Tone’). Colours can be mixed to ‘match’ real life objects or to create things from your imagination.
- Form – That ‘composition’ means how things are arranged on the page. Pieces of clay can be joined using the ‘scratch and slip’ technique. A clay surface can be decorated by pressing into it or by joining pieces on.
- Shape – Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can be made using shapes.
- Line – Lines can be used to fill shapes, to make outlines and to add detail or pattern.
- Pattern – Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork.
- Texture – Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.
- Tone – Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under ‘Colour’).

Knowledge of Artists

<i>Pupils know ...</i>	<i>So they can ...</i>
Meanings – • Some artists create art to make people aware of good and bad things happening in the world around them. Interpretation – • Art can be figurative or abstract. Materials and Processes – • Illustrators use drawn lines to show how characters feel. • Artists try out different combinations of collage materials to create the effect they want. • Artists can use the same material (felt) to make 2D or 3D artworks.	Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.



● Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.	
<i>Themes</i> Nature – Painting and mixed media: Life in colour Celebration – N/A Sustainability – N/A Identity – Painting and mixed media: Life in colour Stories –Drawing: Tell a story Right and Wrong – N/A Symbols – Craft and design: Map it out	

Evaluating & Analysing

<i>Pupils know ...</i>	<i>So they can ...</i>
● People use art to tell stories. ● People make art about things that are important to them. ● People make art to share their feelings. ● People make art to explore an idea in different ways. ● People make art for fun. ● People make art to decorate a space. ● People make art to help others understand something.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.

