



Art

Progression of Knowledge & Skills

Curriculum Intent

At JRS, we inspire, engage and challenge children through art, craft and design projects that stimulate creativity and imagination. We provide visual, tactile, sensory and cultural experiences that enhance children's view of the world. We equip them with the knowledge and skills to experiment, invent and create their own works of art and develop their wellbeing. The children explore a variety of artists and their styles which is enhanced with visits to London galleries and landmarks. We support children to develop an understanding of art and design which enables them to describe in detail and provide evidence for their observations.

	Drawing	Painting	Sculpture	Textiles
	N.C. Objectives			
Early Learning Goal <i>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i>				
	Skills/ Knowledge			
EYFS	<ul style="list-style-type: none"> Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Nur Au1 EAD, PD Rec Au1 EAD Rec Sp2 EAD Use and begin to control a range of media. Nur Au1 Lit Rec Au2 HW Draw on different surfaces and coloured paper. Rec Au1 Lit Produce lines of different thickness and tone using a pencil. Nur Au1 EAD Rec Au1 EAD Start to produce different patterns and textures from 	<ul style="list-style-type: none"> Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Nur Au1 Lit Rec Sp1 EAD, Rec Sm2 EAD Recognise and name the primary colours being used. Nur Sm1 EAD Rec Sm2 UW Mix and match colours to different artefacts and objects. Nur Sp1 Maths Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Rec Au2 EAD 	<ul style="list-style-type: none"> Enjoy a range of malleable media such as clay, papier Mache, Salt dough. Nur Sm1 EAD Rec Au2 UW Impress and apply simple decoration. Rec Au2 PD Cut shapes using scissors and other modelling tools. Nur Sp1 PD Rec Sp1 PD Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. Nur Au2 Maths Nur Sm1 EAD Rec Au1 Lit Rec Sp2 PD 	<ul style="list-style-type: none"> Enjoy playing with and using a variety of textiles and fabric. Nur Au2 EAD Nur Sp1 PD Rec Au1 Lit Rec Au2 HW Decorate a piece of fabric. Show experience in simple stitch work. Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric. Use appropriate language to describe colours, media, equipment and textures.

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	<p>observations, imagination and illustrations.</p> <p>Rec Au2 UW</p> <ul style="list-style-type: none"> Use drawings to tell a story. <p>Rec Sp2 UW</p> <ul style="list-style-type: none"> Rec Sm1 EAD 			<p>Nur Sp1 EAD</p> <ul style="list-style-type: none"> Rec Sm2 UW
Year 1	<ul style="list-style-type: none"> Use a variety of different tools Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. 	<ul style="list-style-type: none"> Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. Explore techniques such as lightening and darkening paint without the use of black or white. Begin to show control over the types of marks made. Paint on different surfaces with a range of media. Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. 	<ul style="list-style-type: none"> Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, applied. Use tools and equipment safely and in the correct way. 	<ul style="list-style-type: none"> Begin to identify different forms of textiles. Have experience in colouring textiles: printing, fabric crayons. Use more than one type of stitch. Explain how to thread a needle and have a go. Have some experience of weaving and understand the process and some techniques. Begin to identify different types and textures of fabric and materials for collage. Use appropriate language to describe colours, media, equipment and textures.
Year 2	<ul style="list-style-type: none"> Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Understand tone through the use of different grades of pencils (HB, 2B, 4B) 	<ul style="list-style-type: none"> Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. Understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in mixing colour shades and tones. Understand the colour wheel and colour spectrums. Be able to mix all the secondary colours using primary colours confidently. 	<ul style="list-style-type: none"> Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Demonstrate experience in surface patterns/ textures and use them when appropriate. Explore carving as a form of 3D art 	<ul style="list-style-type: none"> Begin to identify different forms of textiles. Match and sort fabrics and threads for colour, texture, length, size and shape. Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go. Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.

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		<ul style="list-style-type: none"> Continue to control the types of marks made with the range of media. Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. 		<ul style="list-style-type: none"> Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Gain experience in applying colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee
N.C. Objectives Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <i>Pupils should be taught:</i> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 				
Year 3	<ul style="list-style-type: none"> Develop intricate patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to indicate facial expressions in drawings Begin to show consideration in the choice of pencil grade they use 	<ul style="list-style-type: none"> Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Become increasingly confident in creating different effects and textures with paint according to what they need for the task. Understand how to create a background using a wash 	<ul style="list-style-type: none"> Use equipment and media with confidence. Learn to secure work to continue at a later date. Join two parts successfully. Construct a simple base for extending and modelling other shapes. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art. Use language appropriate to skill and technique 	<ul style="list-style-type: none"> Show an awareness and name a range of different fabrics. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Apply decoration using beads, buttons, feathers etc. Continue to gain experience in applying colour with printing. Explore using resist paste and batik. Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas.

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				<ul style="list-style-type: none"> • Demonstrate experience in looking at fabrics from other countries.
Year 4	<ul style="list-style-type: none"> • Develop intricate patterns using different grades of pencil and other implements to create lines and marks. • Draw for a sustained period of time at an appropriate level. • Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. • Have opportunities to develop further drawings featuring the third dimension and perspective. • Further develop drawing a range of tones, lines using a pencil. • Include in their drawing a range of technique and begin to understand why they best suit • Begin to show awareness of representing texture through the choice of marks and lines made • Attempt to show reflections in a drawing • Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms. 	<ul style="list-style-type: none"> • Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Start to develop a painting from a drawing. • Begin to choose appropriate media to work with. • Use light and dark within painting and show understanding of complimentary colours. • Mix colour, shades and tones with increasing confidence. • Work in the style of a selected artist (not copying). 	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Make a slip to join to pieces of clay. • Decorate, coil, and produce marquettes confidently when necessarily. • Model over an armature: newspaper frame for modroc. • Use recycled, natural and man-made materials to create sculptures. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Adapt work as and when necessary and explain why. • Gain more confidence in carving as a form of 3D art. • Use language appropriate to skill and technique. • Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures • 	<ul style="list-style-type: none"> • Plan a design in a sketchbook and execute it. • Use a technique as a basis for stitch embroidery. • Apply decoration using needle and thread: buttons, sequins. • Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik. • Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas. • Adapt work as and when necessary and explain why. • Change and modify threads and fabrics, Use language appropriate to skill and technique. • Demonstrate experience in looking at fabrics from other countries.
Year 5	<ul style="list-style-type: none"> • Work in a sustained and independent way to create a detailed drawing. 	<ul style="list-style-type: none"> • Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, 	<ul style="list-style-type: none"> • Work in a safe, caring for equipment. Secure work to continue at a later date. • Show experience in combining pinch, slabbing 	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.

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	<ul style="list-style-type: none"> Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders. 	<p>thickened paint creating textural effects.</p> <ul style="list-style-type: none"> Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Start to develop their own style using tonal contrast and mixed media. 	<p>and coiling to produce end pieces.</p> <ul style="list-style-type: none"> Develop understanding of different ways of finishing work: glaze, paint, polish Gain experience in modelling over an armature: newspaper frame for modroc. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain why. Confidently carve a simple form. Use language appropriate to skill and technique. Compare the style of different styles and approaches 	<ul style="list-style-type: none"> Demonstrate experience in 3D weaving. Produce two colour tie dye. Continue to gain experience in batik- use more than one colour. Plan a design in a sketchbook and execute it. Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye. Show awareness of the skills involved in aspects such as knitting, lace making. Change and modify threads and fabrics, Use language appropriate to skill and technique.
Year 6	<ul style="list-style-type: none"> Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. 	<ul style="list-style-type: none"> Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. 	<ul style="list-style-type: none"> Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. 	<ul style="list-style-type: none"> Experiment with a variety of techniques exploiting ideas from sketchbook. Use a number of different stitches creatively to produce different patterns and textures. Work in 2D and 3D as required. Design, plan and decorate a fabric piece. Recognise different forms of textiles and express opinions on them.

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	<ul style="list-style-type: none"> Develop their own style using tonal contrast and mixed 	<ul style="list-style-type: none"> Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. 	<ul style="list-style-type: none"> Demonstrate experience in relief and freestanding work using a range of media. Recognise sculptural forms in the environment: Furniture, buildings. Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook. Confidently carve a simple form. Solve problems as they occur. Use language appropriate to skill and technique. 	<ul style="list-style-type: none"> Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Use language appropriate to skill and technique.
Year 7	<ul style="list-style-type: none"> Carefully use a basic range of fine and broad drawing materials and techniques to record with some accuracy of line, shape, tone, colour, scale and proportion from observation and imagination Some objects are selected and drawn simply from observation. Line & shape is confidently drawn from observation. Less obvious pencil marks when shading & accurate proportion is needed to improve. Drawings are planned and show basic understanding of composition 	<ul style="list-style-type: none"> To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work 	<ul style="list-style-type: none"> Pupils gain inspiration by studying abstract clay tiles by sculpture artists. Pupils are tasked to design their own clay tile in the style of one of these artists. 	<ul style="list-style-type: none"> Pupils learn about surface patterns and designs. They are taught the differences between natural and man-made textures. Pupils take a close up look at the world around them and study surface textures of everyday objects in great detail. Pupils are challenged to record textures by taking rubbings and photographs.