

Knowledge, Skills and Understanding Breakdown for Art and Design – Nursery and Reception				
Drawing	Painting	3D Sculpture	Printing	Evaluation
<ul style="list-style-type: none"> <li>• Do they know the names of some drawing tools?</li> <li>• Can they enclose a space?</li> <li>• Can they draw representations of shapes, events and objects?</li> <li>• Can they talk about what they have drawn?</li> <li>• Can they use a range of different tools and canvases such as crayons, felt tips, chalk, tissue paper, card and the ground?</li> <li>• Can they create a representation of others' work?</li> <li>• Can they draw objects, people, places or representations of an event that may have been special to them?</li> <li>• Do they know that their drawings are flat and cannot be separated from the canvas?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they know the names of painting tools?</li> <li>• Do they hold a paint brush with a pincer grip?</li> <li>• Can they create representations of shape, events and objects?</li> <li>• Do they attempt to assign meaning to express what the painting they have created shows?</li> <li>• Do they know the names of a range of colours and can they identify them?</li> <li>• Do know that when we mix colours the colour will change?</li> <li>• Can they name a range of different canvases? e.g. tissue paper, card, paper</li> <li>• Can they create their own piece of artwork which has been inspired by an artist (after a discussion with a teacher)?</li> <li>• Can they select colours to create a person/ object which match in real life?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they know that a sculpture is something that can be moved?</li> <li>• Can they create simple structures using resources or materials around them? E.g. Blocks</li> <li>• Are they able to join two materials together?</li> <li>• Can they change materials through cutting?</li> <li>• Can they name a range of malleable materials? e.g. playdough or plasticine</li> <li>• Can they create models of objects and people and say what they are?</li> <li>• Can they add some simple details to their model? E.g. rolling eyes</li> <li>• Can they use tools to add additional detail? e.g. drawing a smile</li> </ul>	<ul style="list-style-type: none"> <li>• Do they know that we can use different objects and paint to make a print?</li> <li>• Can they explore different ways that we can make a print?</li> <li>• Can they fill a space with a simple monoprint? e.g. using their fingers or a pencil</li> <li>• Can they create a repeating pattern using an object?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they talk about which tools they find easiest to use?</li> <li>• Can they talk about which media looks best on which canvas? E.g. the paint looks better than the wax crayon.</li> <li>• Can they talk about what they have created?</li> <li>• Can they explain simply how they have created something?</li> <li>• Can they say what they like and dislike about their own work?</li> <li>• Can they say what they like and dislike about somebody else's work?</li> <li>• Can they say what is the same and what might be different about their work and somebody else's?</li> <li>• Can they say how artwork makes them feel?</li> </ul>
Artists, Designers and Craftspeople				
<ul style="list-style-type: none"> <li>• Local Artists TBC</li> <li>• Jason Pollock</li> <li>• Claude Monet</li> </ul>				

## National Curriculum Requirements for Art and Design at Key Stage 1

### Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wider range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

### Knowledge, Skills and Understanding Breakdown for Art and Design – Year 1

Drawing	Painting	Collage	Textiles
<ul style="list-style-type: none"> <li>• Can they draw using pencils, felt tips, charcoal, chalk, crayons, oil pastels and other media?</li> <li>• Can they investigate, name, match and draw different lines and shapes?</li> <li>• Can they invent their own lines and shapes?</li> <li>• Can they use a range of lines e.g. zig zag, straight, thick and thin, to create texture?</li> <li>• Can they select canvases and tools for drawing and give reasons for why?</li> <li>• Can they create a simple drawing with some detail and recognisable features (using lines)?</li> <li>• Do they understand what perspective is?</li> <li>• Can they draw objects showing an awareness of perspective and in relation to one another?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create moods in their paintings?</li> <li>• Can they choose to use thick and thin brushes as appropriate?</li> <li>• Can they paint a picture of something they can see?</li> <li>• Can they name the primary and secondary colours?</li> <li>• Can they mix secondary colours?</li> <li>• Can they make a colour darker or lighter?</li> <li>• Can they create different textures by adding materials into their paint? E.g. use of sawdust</li> <li>• Can they think about the colour they want to use and mix this colour independently?</li> <li>• Can they use a range of paints e.g. brush and marbling, to create different effects?</li> <li>• Do they show an awareness of how the grip and the pressure applied to the paintbrush changes the control of the stroke?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they cut and tear paper and card for their collages?</li> <li>• Can they gather and sort the materials they will need?</li> <li>• Can they use a wide variety of media? E.g. photocopied material, fabric, plastic, tissue etc</li> <li>• Can they use different joining techniques to create a collage?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they weave with fabric and thread?</li> <li>• Can they thread a needle?</li> <li>• Can they use a cardboard loom to weave a piece of art?</li> <li>• Can they evaluate artwork to create an inspired weft?</li> <li>• Can they tie a knot?</li> </ul>

## Curriculum Knowledge and Skills Progression Document for Art and Design 2022 2023

	<ul style="list-style-type: none"> <li>• Can they select different tools to create the desired effect?</li> </ul>		
<b>Exploring and Evaluating (on-going)</b>			
<p>Can they make decisions about the tools, media and colours they have selected and justify why?</p> <p>Can they explain why artwork makes them feel a certain way?</p> <p>Can they evaluate what is good about their own and others' artwork and suggest ways to improve?</p> <p>Can they view an evaluate a famous artist and find similarities and differences between that and the work of others?</p> <p>Can they compare their own work to the work of famous artists?</p> <p>Can they infer what a designer may have been trying to express in their work?</p> <p>Can they take inspiration from a range of different designers to create their own inspired weft?</p>			
<b>Artists</b>			
Andy Warhol, Roy Lichtenstein, Amber Roper, Terra Fuller			

<b>Knowledge, Skills and Understanding Breakdown for Art and Design – Year 2</b>				
<b>Drawing</b>	<b>Painting</b>	<b>Printing</b>	<b>3D</b>	<b>Collage</b>
<ul style="list-style-type: none"> <li>• Can they use different grades of pencil in their drawing (4B, 8B, HB)?</li> <li>• Can they create different tones using light and dark?</li> <li>• Can they show patterns and texture in their drawings, experimenting with line, shape, pattern and colour?</li> <li>• Can they use a viewfinder to focus on a specific part of the artwork before drawing it?</li> <li>• Can they blend and smudge to create the desired effect?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they mix paint to create secondary colours?</li> <li>• Can they mix their own brown?</li> <li>• Can they make tints by adding white?</li> <li>• Can they make tones by adding black?</li> <li>• Can they experiment with tools and techniques, e.g. layering, mixing media, scraping through?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create a print using pressing, rolling, rubbing and stamping?</li> <li>• Can they create a print like a designer?</li> <li>• Can they explore a variety of techniques? E.g. carbon printing, relief press and fabric printing and rubbings.</li> <li>• Can they design patterns of increasing complexity and repetition?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they manipulate clay in a variety of different ways? E.g. creating coils and layering</li> <li>• Can they add line and shape to their work?</li> <li>• Can they use a range of clay tools to add detail to their work?</li> <li>• Can they name some joining techniques?</li> <li>• Can they select materials which are fit for purpose?</li> <li>• Do they show an awareness of size and scale?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use different kinds of materials on their collage and explain why they have chosen them?</li> <li>• Can they create textured collages from a variety of media?</li> <li>• Can they separate materials in different ways through tearing, cutting and scrunching?</li> <li>• Can they add layers to their collage?</li> <li>• Do they know a range of joining techniques?</li> </ul>

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<ul style="list-style-type: none"> <li>• Do they understand what a background and foreground is?</li> <li>• Do they draw a background and foreground showing perspective?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use watercolours and water down/ layer and paint up to create a desired colour?</li> </ul>			
<b>Exploring and Evaluating (on-going)</b>				
<ul style="list-style-type: none"> <li>• Do they reflect on their artwork during the process and can they make adaptations in the moment?</li> <li>• Do they understand the pros and cons of using different media, materials and techniques?</li> <li>• Can they evaluate famous artists' work and look for motifs?</li> <li>• Can they look at the similarities and differences across the range of artists studied and can they link this back to their own work?</li> </ul>				
<b>Artists</b>				
<ul style="list-style-type: none"> <li>• William Morris, Jason Mercier, Andy Warhol</li> </ul>				

## Progression Vocabulary - To be reviewed

This document has been generated to clearly show the progression of Art & Design terminology and subject specific vocabulary, which need to be acquired, understood and applied across different contexts and subject areas from the Early Years to Year 2. Vocabulary will need to be **revisited** by subsequent year group/s and therefore teachers will need to look carefully at prior vocabulary acquisition before planning teaching and learning opportunities to ensure that revisitation opportunities are carefully considered. Vocabulary will **not** necessarily be repeated for a year group, if it has been documented in a previous year group. Each year group outlines **new** vocabulary acquisition as the assumption will be that teachers will refer to prior vocabulary knowledge.

EYFS	Drawing	Painting	Printing	Textiles
	Lines, shape, colour	Paint brush, sponge, colour, mix, shade	Print, paint, rubbings	Weave, join, sew, stick
EYFS	3D	Collage	Use of IT	Knowledge
	Stick, cut, join, pinch, roll	Cut, fold, bend, join	Draw, paint, tools, curser	Descriptive language to describe art
Year 1	Drawing	Painting	Printing	Textiles
	Tone, texture, shade, shape	Brush strokes, primary colours secondary colours, tone	Ink, press, pattern, repeat	Pattern, mark out, decorate, running stitch, needle, fabric, thread, sew
	3D	Collage	Use of IT	Knowledge

## Curriculum Knowledge and Skills Progression Document for Art and Design 2022 2023

	Attach, design, mould	Tear, crease, attach	Cursor, width, colour palette, save	artist Descriptive language to describe art
Year 2	<b>Drawing</b>	<b>Painting</b>	<b>Printing</b>	<b>Textiles</b>
	Form, tone, texture, pattern, observation	Brush strokes, tertiary colours, tint, technique, dabbing, stippling	Texture, repetition	Template, quality, suitable, features, dye, overstretch, design, fray, seam, finish
	<b>3D</b>	<b>Collage</b>	<b>Use of IT</b>	<b>Knowledge</b>
	Shape, malleable	crumple, texture, layer	Improve, edit, print, retrieve	man-made objects, natural, craft, maker, designer, inspired, influence, style  Descriptive language to describe art