

Art and Design Technology Knowledge Progression



Early Learning Goal/EYFS Link: Expressive Art and Design (Specific Area of Learning) including Creating with Materials and Being Imaginative and Expressive and **Physical Development** including Fine and Gross Motor Skills

EYFS: Please refer to EYFS Progression Documents for:

- **Physical Development**
- **Expressive Arts and Design**

National curriculum purpose of study:

Art, craft and design technology 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. Design and technology is an inspiring, rigorous and practical subject.

Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

National curriculum aims: The National curriculum for art and design aims to ensure that all pupils:

- 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.

School intent:

At Bracebridge Infant and Nursery School, it is our intent to build an Art curriculum which develops learning and results in the acquisition of knowledge and skills. In the EYFS, it is a priority to continue to close the vocabulary gap by immersing pupils in tier 1, 2 and 3 language related to art, as well as giving them opportunities to explore a variety of mediums, materials and techniques.

In KS1, we continue to expose the pupils to vocabulary that allows them to talk 'like an artist' as well as learning new knowledge, skills and a wider range of techniques, so that Pupils know more, and remember more. Much of our art work is cross-curricular, linking to our topics. Pupils study the work of chosen artists, learning key facts about their life and the techniques that made them famous. The intent is to provide visual, tactile and sensory experiences in a special way of understanding and responding to the world in order to enable children of all abilities to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. It is our aim that all our children take pride in their creative work and see themselves as artists

Knowledge	Nursery	Reception	Year 1	Year 2	Year 3
Knowledge of artists and designers when exploring, developing and evaluating	N/A	Pupils will know how to:	Pupils will know how to:	Pupils will know how to:	Pupils will know how to: •discuss the styles of artists, craft makers or designers

		<ul style="list-style-type: none"> • give simple opinions about the work of a chosen artist, craft-maker or designer 	<ul style="list-style-type: none"> • describe what they think and feel about the work of a chosen artist, craft-maker or designer • begin to talk about the style of a chosen artist, craft-maker or designer 	<ul style="list-style-type: none"> • recognise the styles of artists, craft-makers and designers and use this to inform their own work • talk about the similarities and differences between different artists, craft-makers and designers • introduce some chronological names for the style of art, e.g. impressionism, renaissance. 	<p>and use this to inform their own work</p> <ul style="list-style-type: none"> • begin to understand the historical and/or cultural significance of a chosen artist/art form
Exploring & developing ideas	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • name some simple art materials • choose the right resources to carry out their own plan • explore different materials freely, in order 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 • explore colour and colour mixing 	<p>Pupils will know how to</p> <ul style="list-style-type: none"> • use what they have learnt about media and materials in original ways, thinking about uses and purposes • represent their own ideas, thoughts and feelings through their creations • 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 • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • explore and record their own ideas through painting, drawing and sculpture, in response to first hand observations, e.g. real objects, pictures, photographs, artefacts and experiences • talk about their ideas and the choices they have made, e.g. chosen tools, media, materials • work creatively with a range of media on different scales. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • explore and record their own ideas through painting, drawing and sculpture, in response to first hand observations, e.g. real objects, pictures, photographs, artefacts and experiences • talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media and materials. • show confidence in working creatively with a range of media on different scales 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences. • begin to record their thoughts and experiences in a sketch book / 'ideas journal'. • explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed. • show confidence and independence when working creatively e.g.
Evaluating and developing work	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • talk about what they have made • develop their own ideas and then decide which materials to use to express them 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • identify how they have used what they have learnt about media and materials in original ways, thinking about uses and purposes • review how they have represented their own ideas, thoughts and feeling through art, e.g. verbalise what is happening in the picture. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture • talk about the features they like in their own work and the work of others • talk about what they might change in their own work or how 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots.' • describe what they like about their own work and the work of others using appropriate language of an artist, e.g. 'I like the way a fine brush is used to add detail.' 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • compare ideas, methods and approaches in their own work and the work of others, e.g. talk about the features they like in a piece of art work using the language of an artist. • use a sketch book to practise and adapt their work and techniques as their ideas

		<ul style="list-style-type: none"> •Share their creations, explaining the process they have used 	they would do it differently next time	<ul style="list-style-type: none"> • adapt and made simple changes to their work and the tools they use as the piece of art develops. • describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture. 	develop, and discuss these ideas with others.
Vocabulary of an artist when exploring, developing and evaluating (revision) (new vocab)	Artist	Artist, different, similar, look closely, observe	Artist, different, similar, look closely, observe, similarities, differences, background, compare	Artist, different, similar, look closely, observe, similarities, differences, background, compare, foreground, middle ground, annotate, creative, process, plain, busy, rough, smooth, colourful, bright, dark, realistic, unrealistic, chronology of art, e.g. impressionism, renaissance	Plan, design, make, source, variation, fine, dull, patterned, crowded, flat, natural, opaque, translucent
Drawing	Pupils will know how to: <ul style="list-style-type: none"> •use large-muscle movements to make marks •use one handed tools and equipment •use a comfortable grip with good control when holding pens and pencils •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. 	Pupils will know how to: <ul style="list-style-type: none"> •use a range of tools competently, safely and confidently •safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function •begin to show accuracy and care when drawing 	Pupils will know how to: <ul style="list-style-type: none"> •use a variety of tools, including: pencils, rubbers, crayons, pastels, felt-tips, charcoal, ballpoints, chalk and other dry media •use their learning journey to gather and collect artwork. • begin to explore the use of line, shape and colour. 	Pupils will know how to: <ul style="list-style-type: none"> • layer different media, e.g., crayons, pastels, felt-tips, charcoal and ballpoint. • use their learning journey to work out ideas for drawings and practise techniques • draw for a sustained period of time from the figure and real objects, including single and groups of objects. • experiment with the visual elements: line, shape, pattern and colour 	Pupils will know how to: <ul style="list-style-type: none"> • experiment with different grades of pencil and other implements. • plan, refine and alter their drawings as necessary. • use their sketchbook to collect and record visual information from different sources. • draw for a sustained period at their own level. • use different media to achieve variations in line, texture, tone, colour, shape and pattern
Drawing Vocabulary (revision) (new vocab)	Draw, colour, shape, pattern	Draw, colour, shape, pattern, Repeating, line, thick, thin,	Draw, colour, shape, pattern, Repeating, line, thick, thin, shade, change, tools, media, technique, materials	Draw, colour, shape, pattern, Repeating, line, thick, thin, shade, change, tools, media, technique, materials, layer, smudge, blend, tone, figure, object, single, group, still-life, texture	Grades of pencil, scale, symmetry, refine, alter, visual, sources.

<p>Painting</p>	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • name the colours that they are using • explore colour and how colours can be changed by mixing 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • name the colours that they are using • explain what happens when they mix colours • wash and dry their brush to get clean, clear colours on their work • use a range of tools competently, safely and confidently • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • use a variety of tools and techniques including the use of different brush sizes and types. • name all primary and secondary colours. • mix and match colours to artefacts and objects. • work on different scales. • mix some secondary colours and shades using different types of paint. • create different textures e.g. use of sawdust. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • mix a range of secondary colours, shades and tones, and begin to name colours by their shade, e.g. poppy red, pea green. • experiment with tools and techniques, inc. layering, mixing media, scraping through etc. • name different types of paint and their properties. • Work on a range of scales e.g. large brush on large paper etc • mix and match colours using artefacts and objects. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • mix a variety of colours and know which primary colours make secondary colours. • use a developed colour vocabulary. • experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. • work confidently on a range of scales e.g. thin brush on small picture etc.
<p>Printing</p>	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • create simple rubbings • print with some simple objects, e.g. potato, sponge, finger. • print with block colours 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • create rubbings • print with variety of objects • Print with block and mixed colours • create repeating patterns • use a range of tools competently, safely and confidently • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • make marks in print with a growing range of natural and manmade objects. • carry out different printing techniques e.g. block, relief and resist printing. • confidently make rubbings. • build a repeating pattern and recognise pattern in the environment. • create relief printing (polystyrene) 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • print using a variety of techniques, materials and objects, inc. carbon printing, mono-printing, relief, press and fabric printing and rubbings. • design patterns of increasing complexity and repetition. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • print using a variety of materials, objects and techniques including layering. • talk about the processes used to produce a simple print. • explore pattern and shape, creating designs for printing.
<p>Painting and Printing Vocabulary</p>	<p>Paint, water pot, brush, mix, print, finger print, potato print, sponge, (the names of the colours), rubbings,</p>	<p>Paint, water pot, brush, mix, print, finger print, potato print, sponge, (the names of the colours), rubbings, materials, tools, match, block colours, mixed colours, repeating pattern, wash, dry, palette</p>	<p>Paint, water pot, brush, mix, print, finger print, potato print, sponge, (the names of the colours), rubbings, materials, tools, match, block colours, mixed colours, repeating pattern, wash, dry, palette, primary, secondary, artefact, brush size, texture, poster paint, powder paint, water-colour, natural, man-made, block printing, resist printing, relief printing, environment, polystyrene</p>	<p>Paint, water pot, brush, mix, print, finger print, potato print, sponge, (the names of the colours), rubbings, materials, tools, match, block colours, mixed colours, repeating pattern, wash, dry, palette, primary, secondary, artefact, brush size, texture, poster paint, powder paint, water-colour, natural, man-made, block printing, resist printing, relief printing, environment, polystyrene, technique, mixed-media, layering, scraping, dotting, shade, tone, acrylic paint, water colour paint, brush mark, still life, objects, scales</p>	<p>Colour scheme, colour spectrum, tertiary colours, blocking, colour washing, thickened paint, properties, application, opacity, water resistant.</p>

				(small/large), carbon-printing, mono-printing, press printing, fabric printing,	
Textiles/Collage	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture • use words to describe how materials feel. • with help, use scissors to cut • use glue to stick a variety of materials onto different materials, e.g. buttons onto boxes, sequins onto paper. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • use a wider vocabulary of words to describe how materials feel. • classify materials by colour or texture. • hold scissors and cut a range of materials. • cut straight lines. • tear paper into strips and simple shapes. • use glue to stick, with greater accuracy, a variety of materials onto different materials, e.g. buttons onto boxes, sequins onto paper. • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca to create simple everyday things (as detailed below) • understand how textiles can create different things with practical uses, e.g. clothes, teddy-bears, bags. • sort materials according to specific qualities • use simple sewing to create a surface texture or pattern on fabric. • use a large-eyed needle. • cut, glue and join materials • use a wider variety of media to create collage, e.g. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. • develop skills in cutting straight and curved lines from a range of materials with some accuracy. • tear paper into strips and shapes with some accuracy. • work as a member of a group producing a single collage. • understand that a range of different materials can be combined in one piece of work. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist and embroidery. • create textured collages from a variety of media. • make a simple mosaic. • stitch, knot and use other manipulative skills. • thread and use large eyed needles with greater confidence • explore a range of stitches and assess their effectiveness, e.g. blanket stitch, running stitch. • use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials. • make their own simple collage by evaluating and choosing a range of materials. • create collages by cutting and sticking similar objects together to create new textures. • choose materials to reflect the colour and surface texture of the subject. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. • name the tools and materials they have used. • develop skills in stitching, cutting and joining. • experiment with a range of media e.g. overlapping, layering etc.
3D Form	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • realise tools can be used for a purpose • handle, feel and enjoy and manipulating materials. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • shape and model materials with a plan/purpose in mind • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • manipulate clay in a variety of ways, e.g. rolling a ball, squeezing, rolling a snake, shaping and pulling. • explore sculpture with a range of malleable media, especially clay. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models, e.g. an animal. • manipulate clay in a greater variety of ways, e.g. carving, pinching, smoothing, creating holes or hollows. • understand the safety and basic care of materials and tools. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • join clay adequately and work reasonably independently. • construct a simple clay base for extending and modelling other shapes. • cut and join wood safely and effectively.

			<ul style="list-style-type: none"> • experiment with, construct and join recycled, natural and manmade materials. • explore shape and form. • make simple joins. • talk about their sculptures and relating them to the work of an explored sculptor. • begin to have an understanding that sculptures are often completed over a period of time which involves more than one process and stage of working. 	<ul style="list-style-type: none"> • experiment with, construct and join recycled, natural and man-made materials with greater confidence. • have an awareness of natural and man-made forms • talk about their sculptures and relating them to the work of other sculptors. 	<ul style="list-style-type: none"> • make a simple papier mache object. • plan, design and make models.
Vocabulary for textiles, collage and 3D form	Model, scissors, cut, glue, stick, (vocabulary related to materials used, e.g. button, card, paper, box, playdough, clay)	Model, scissors, cut, glue, stick, (vocabulary related to materials used, e.g. button, card, paper, box, playdough, clay) tear, rip, shape, model, smooth, soft, rough, hard, bumpy, silky, wool, construct, fabric	Model, scissors, cut, glue, stick, (vocabulary related to materials used, e.g. button, card, paper, box, playdough, clay) tear, rip, shape, model, smooth, soft, rough, hard, bumpy, silky, wool, construct, fabric, weave, finger-knitting, sew, sewing, sculpture, manipulate, form, join, roll, squeeze, pull, needle, trim, collage	Model, scissors, cut, glue, stick, (vocabulary related to materials used, e.g. button, card, paper, box, playdough, clay) tear, rip, shape, model, smooth, soft, rough, hard, bumpy, silky, wool, construct, fabric, weave, finger-knitting, sew, sewing, sculpture, manipulate, form, join, roll, squeeze, pull, needle, trim, collage, stitch, running stitch, blanket stitch, knot, embroidery, mosaic, thread, tie-dye, wax, malleable, carve, pinch, smooth, hollows,	Printing, quilting, paper trappings, applique, overlapping, layering, papier mache, transparent, tactile, surface, tapestry.

Impact: (How will we know what the Pupils have learnt)

Pupils in EYFS have their art work recorded on tapestry. They are proud to take their creations home to share with their parents. Leaders know that Pupils have learnt new skills, know more and remember more, by talking to Pupils about their work and ensuring that they are immersed in, and use the vocabulary that has been taught. In KS1, children's ideas, sketches, practise of skills and finished work (sometimes photographed) are recorded in their learning journey so that Pupils can look back on their work and see how it links to their topic. Pupils talk to leaders, with their books, so that they can explain the learning journey, and use the language of an artist as they talk. Pupils share their new knowledge and skills through authentic experiences, for example, art galleries, celebration assemblies, and displays of work within the school environment as well as in the local community, where possible.

By the end of the school year, Pupils will achieve age-related expectations in art, retain knowledge about the focus artists studied, and will understand what it means to be an artist.