



Progression of Art and Design Disciplinary Knowledge



Exploring and Developing Ideas

Evaluating and Developing Work

Drawing

	Lower KS1	Upper KS1	Lower KS2	Upper KS2
Exploring and Developing Ideas	<p>Pupils should:</p> <ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. With prompts, ask and answer questions about the starting points for their work, and develop their ideas. With prompts, ask and answer questions about the processes used. With prompts, explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<p>Pupils should:</p> <ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Ask and answer questions about the processes used. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<p>Pupils should:</p> <ul style="list-style-type: none"> Select and record ideas from first hand observation and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<p>Pupils should:</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and Developing Work	<p>Pupils should:</p> <ul style="list-style-type: none"> With support, review what they and others have done and say what they think and feel about it. Begin to identify what they might change in their current work or develop in their future work. 	<p>Pupils should:</p> <ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work. 	<p>Pupils should:</p> <ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. 	<p>Pupils should:</p> <ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.
Drawing	<p>Pupils should:</p> <ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Begin to explore the use of line, shape and colour 	<p>Pupils should:</p> <ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Experiment with the visual elements; line, shape, pattern and colour. 	<p>Pupils should:</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements and make informed choices regarding their use. Plan, refine and alter their drawings as necessary describing changes using art vocabulary. 	<p>Pupils should:</p> <ul style="list-style-type: none"> Use a variety of source material for their work and identify artists who have worked in a similar way to their own work. Use a sketchbook to develop ideas using different or mixed media.

	Lower KS1	Upper KS1	Lower KS2	Upper KS2
	<ul style="list-style-type: none"> • Draw for a period of time 	<ul style="list-style-type: none"> • Draw for a sustained period of time from real objects, including single and grouped objects. 	<ul style="list-style-type: none"> • Use their sketchbook to collect and record visual information from different sources with increasing independence. • Use research to inspire drawings from memory and imagination. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern and explore relationships between these. • Draw for a sustained period of time at their own level. 	<ul style="list-style-type: none"> • Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Work in a sustained and independent way from observation, experience and imagination.
Painting	<p>Pupils should:</p> <ul style="list-style-type: none"> • Use a variety of tools and techniques including the use of different brush sizes and types. • Begin to work on a range of scales e.g. large brush on large paper etc. • Mix and match colours to artefacts and objects • Begin to mix secondary colours and shades using different types of paint. • Name different types of paint and their properties • Create different textures e.g. use of sawdust. • Experiment with tools and techniques, inc. mixing media, scraping through etc. 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Develop the use a variety of tools and techniques including the use of different brush sizes and types. • Work on a range of scales • Mix and match colours to artefacts and objects • Mix secondary colours, shades and tones using different types of paint. • Name different types of paint and their properties • Develop experimenting with tools and techniques, inc. layering, mixing media, scraping through etc. 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Mix a variety of colours and know which primary colours make secondary colours. • Make and match colours with increasing accuracy. • Use a developed colour vocabulary including Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately. • Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. • Plan and create different effects and textures with paint according to what they need for the task. • Work confidently on a range of scales e.g. thin brush on small picture etc. • Show increasing independence and creativity with the painting process. 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Create shades and tints using black and white. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Create imaginative work from a variety of sources, inc. those researched independently. • Choose appropriate paint, paper and implements to adapt and extend their work. • Show an awareness of how paintings are created (composition).
Printing	<p>Pupils should:</p> <ul style="list-style-type: none"> • Build a repeating pattern and recognise pattern in the environment. 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Carry out different printing techniques e.g. monoprint, block, relief printing, press, carbon printing, fabric printing and rubbings and printing using objects. • Design patterns of increasing complexity and repetition. 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Print using a variety of materials, objects and techniques including layering. • Research, create and refine a print using a variety of techniques. • Talk about the processes used to produce a simple print. 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Explain and describe a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. • Choose the printing method appropriate to task. • Build up layers and colours/textures.

3D Form

Lower KS1	Upper KS1	Lower KS2	Upper KS2
		<ul style="list-style-type: none"> • Select broadly the kinds of material to print with in order to get the effect they want. • Explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> • Organise their work in terms of pattern, repetition, symmetry or random printing styles. • Choose inks and overlay colours • Be confident with printing on paper and fabric. • Alter and modify work. • Work relatively independently.
<p>Pupils should:</p> <ul style="list-style-type: none"> • Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. • Begin to experiment with, construct and join recycled, natural and man-made materials. • Begin to understand the safety and basic care of materials and tools. 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. • Experiment with, construct and join recycled, natural and man-made materials. • Understand the safety and basic care of materials and tools • Explore sculpture with a range of malleable media, especially clay. • Explore shape and form. • Build a textured relief tile. 	<p>Pupils should know:</p> <ul style="list-style-type: none"> • Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling as part of other shapes. • Make a simple papier mache object. • Plan, design and make models. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials. 	<p>Pupils should know:</p> <ul style="list-style-type: none"> • Use recycled, natural and man-made materials to create sculpture. • Plan a sculpture through drawing and other preparatory work. • Show an understanding of shape, space and form. • Make informed choices about the 3D technique chosen. • Develop skills in using clay inc. slabs, coils, slips, etc. • Make a mould and use plaster safely. • Create sculpture and constructions with increasing independence.