

# Childwall CE Art & Design Progression of Skills EYFS – Year 6

This document has been designed to outline all of the relevant knowledge and skills that are taught within the Art & Design Curriculum at Childwall Church of England Primary School. From Years 1 – 6, Art and Design lessons are taught using the Kapow Primary scheme (September 2022).

Year Group	A Unique Child Observing what a child is learning	Positive Relationships: What adults can do	Enabling Environments: What adults could provide	Early Learning Goal	Link to school Christian Vision (Intent)			
EYFS	Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.	Teachers can: Talk to children about ways of finding out what they can do with different media and what happens when they put different things together such as sand, paint and sawdust. Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect.	Teachers can: Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate. Provide children with opportunities to use their skills and explore concepts and ideas through their representations. Have a 'holding bay' where models and works can be retained for a period for children to enjoy, develop, or refer to.	Children can safely use and explore a variety of materials, tools and techniques, experiment with colour, design, texture, form and function.	The children in EYFS are provided with opportunities to explore their <b>creativity</b> and start to become <b>confident</b> in their artistic expressions. They will find <b>joy</b> in expressing themselves imaginatively, whilst learning to <b>respect</b> the equipment, resources and other children's work.			
	Generating Ideas	Sketchbooks	Making Skills	Formal Elements	Knowledge of Artists	Evaluating And Analysing	SMSC	Link to school Christian Vision (Intent)
1	Explore their own ideas using a range of media.	Use sketchbooks to explore ideas in an open-ended way.	Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.  Develop observational skills to look closely and reflect surface texture through mark-making.  To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.  Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint.  Investigate colour mixing.  Play with combinations of materials to create simple collage effects.	Know that a pattern is a design in which shapes, colours or lines are repeated. Know that texture means 'what something feels like'  Know that different marks can be used to represent the textures of objects  Know that different drawing tools make different marks.  Know that 'tone' in art means 'light and dark'  Know that we can add tone to a drawing by shading and filling a shape  Know that the primary colours are red, yellow and blue.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Describe and compare features of their own and other's art work.	Looking at the artwork of people from around the world.	In Key Stage One, the children continue to explore their <b>creativity</b> and become more <b>knowledgeable</b> of Art and Design, as a subject. The children become more <b>confident</b> in their abilities, understanding that it is important to <b>forgive</b> oneself when a mistake is made. <b>Resilience</b> is built throughout the creative process,

			<p>Select materials based on their properties, <i>eg shiny, soft.</i></p> <p>Use their hands to manipulate a range of modelling materials.</p> <p>Create 3D forms to make things from their imagination or recreate things they have seen.</p> <p>Able to select colours, shapes and materials to suit ideas and purposes.</p> <p>Design and make something that is imagined or invented.</p> <p>Begin to develop skills such as measuring materials, cutting, and adding decoration.</p>	<p>Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> <li>- Red + yellow = orange</li> <li>- Yellow + blue = green</li> <li>- Blue + red = purple</li> </ul> <p>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</p> <p>To know that three dimensional art is called sculpture.</p> <p>Know that paper can be shaped by cutting and folding it.</p> <p>Know that drawing tools can be used in a variety of ways to create different lines.</p> <p>Know that lines can represent movement in drawings.</p>				<p>enabling the children to <b>thrive</b> and <b>flourish</b>, both personally and emotionally. Children are encouraged to work <b>collaboratively</b> and support each other, remembering to be <b>honest, kind</b> and <b>compassionate</b> with others.</p>
2	<p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p>	<p>Experiment in sketchbooks, using drawing to record ideas.</p> <p>Use sketchbooks to help make decisions about what to try out next.</p>	<p>Further develop mark-making within a greater range of media, demonstrating increased control.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</p> <p>Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint</p> <p>Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.</p> <p>Make choices about which materials to use for collage based on colour, texture, shape and pattern.</p>	<p>Know that surface rubbings can be used to add make patterns</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns and surface texture</p> <p>Know that patterns can be used to add detail to an artwork.</p> <p>Know that collage materials can be chosen to represent real-life textures.</p> <p>Know that collage materials can be overlapped and overlaid to add texture.</p> <p>Know that shading helps make drawn objects look more three dimensional.</p> <p>Know that different pencil grades make different tones.</p> <p>Know that different amounts of paint and water can be used to mix hues of secondary colours.</p>	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Be able to make links between pieces of art</p>	<p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p>	<p>Evaluating own progress without being critical of self. Expressing personal feelings and interests. Care in art room with dangerous equipment.</p>	

			<p>Experiment with overlapping and overlaying materials to create interesting effects. Develop understanding of 3D forms to construct and model simple forms using a range of materials.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop basic skills for shaping and joining clay, including exploring surface texture.</p> <p>Respond to a simple design brief with a range of ideas.</p> <p>Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.</p> <p>Experiment with techniques when trying out design ideas.</p> <p>Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p>	<p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination Know that colour can be used to show how it feels to be in a particular place, eg the seaside</p> <p>Know that 'composition' means how things are arranged on the page.</p> <p>Know that pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>Know that a clay surface can be decorated by pressing into it or by joining pieces on.</p> <p>Know that collage materials can be shaped to represent shapes in an image.</p> <p>Know that shapes can be organic (natural) and irregular.</p> <p>Know that shapes can be geometric if they have mostly straight lines and angles.</p> <p>Know that patterns can be made using shapes.</p> <p>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>				
3	<p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p>	<p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p>	<p>Confidently use of a range of materials, selecting and using these appropriately with more independence.</p> <p>Draw with expression and begin to experiment with gestural and quick sketching.</p> <p>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns</p> <p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p>	<p>Use subject vocabulary to describe and compare creative works.</p> <p>Use their own experiences to explain how art works may have been made.</p>	<p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Use sketch-books as part of the problem-solving process and make changes to improve their work.</p>	<p>Developing the ability to represent ideas and feelings. Representing feelings and emotions</p>	<p>In Lower Key, Stage Two, the children become more <b>confident</b> and proficient in their artistic skills and their <b>knowledge</b> of artists. Children become increasingly more <b>self-sufficient</b>, <b>reflective</b> and more <b>articulate</b></p>

			<p>Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg. choosing a fine paintbrush for making detailed marks.</p> <p>Mix colours with greater accuracy and begin to consider how colours can be used expressively.</p> <p>Explore contrasting and complimentary colours.</p> <p>Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing, or overlapping.</p> <p>In sketchbooks, use collage as a means of collecting ideas.</p> <p>Able to plan and think through the making process to create 3D forms using a range of materials.</p> <p>Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).</p> <p>Experiment with combining found objects and recyclable material to create sculpture.</p> <p>Learn a new making technique (paper making) and apply it as part of their own project.</p> <p>Investigate the history of a craft technique and share that knowledge in a personal way.</p> <p>Design and make creative work for different purposes, evaluating the success of the techniques used.</p>	<p>To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p>Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>To know that organic forms can be abstract.</p> <p>To know that negative shapes show the space around and between objects.</p> <p>To know that different drawing tools can create different types of lines.</p>				<p>when discussing artwork and processes. The children continue to build their <b>resilience</b> throughout the creative process, enabling the children to continue to <b>thrive</b> and <b>flourish</b>, both personally and emotionally.</p>
4	<p>Generate ideas from a range of stimuli, using research and evaluation of techniques to</p>	<p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p>	<p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>To know that symmetry can be used to create repeating patterns.</p> <p>To know that patterns can be irregular, and change in ways you wouldn't expect.</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p>	<p>Build a more complex vocabulary when discussing their own and others' art.</p>	<p>Learning art from other cultures. Using art to tell stories.</p>	

	<p>develop their ideas and plan more purposefully for an outcome.</p>		<p>Use growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.</p> <p>Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.</p> <p>Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects.</p> <p>Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p> <p>Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration.</p> <p>Show an understanding of appropriate finish and present work to a good standard.</p> <p>Respond to a stimulus and begin to make choices about materials used to work in 3D.</p> <p>Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.</p> <p>Design and make art for different purposes and begin to consider how this works in creative industries.</p>	<p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know that tone can be used to create contrast in an artwork.</p> <p>To know that adding black to a colour creates a shade.</p> <p>To know that adding white to a colour creates a tint.</p> <p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Know that simple structures can be made stronger by adding layers, folding and rolling.</p> <p>To know how to use basic shapes to form more complex shapes and patterns.</p> <p>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>	<p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p>	<p>Evaluate their work more regularly and independently during the planning and making process.</p>		

5	<p>Develop ideas more independently from their own research.</p> <p>Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p>	<p>Confidently use sketchbooks for purposes including Recording, observations and research, testing materials and working towards an outcome more independently.</p>	<p>To use a broader range of stimulus to draw from, such as architecture, culture and photography.</p> <p>Begin to develop drawn ideas as part of an exploratory journey.</p> <p>Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg <i>making choices about painting surfaces or mixing paint with other materials.</i></p> <p>Develop a painting from a drawing or other initial stimulus.</p> <p>Add collage to a painted, printed or drawn background for effect.</p> <p>Explore how collage can extend original ideas.</p> <p>Combine digital effects with other media.</p> <p>Investigate scale when creating forms in three dimensions.</p> <p>Explore a greater range of materials to create 3D forms eg <i>wire and found materials</i></p> <p>Plan a sculpture, developing an idea in 2D into a three-dimensional piece.</p> <p>Persevere when constructions are challenging and work to problem solve more independently</p> <p>Design and make art for different purposes and begin to consider how</p>	<p>To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p> <p>To know how to create texture on different materials.</p> <p>To know that tone can help show the foreground and background in an artwork.</p> <p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p>To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>To know that the size and scale of three-dimensional art work changes the effect of the piece.</p> <p>To know that a silhouette is a shape filled with a solid flat colour that represents an object.</p> <p>To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Learning about the principles such as democracy, historical context and cultural context. Inventing new products that will transform the world around them.</p>	<p>In Upper Key Stage Two, the children become increasingly more <b>confident</b>, <b>articulate</b> and <b>knowledgeable</b> when discussing artwork and processes. The children are encouraged to become more <b>inquisitive</b> and <b>honest</b> whilst showing <b>respect</b> to others when <b>articulating</b> their thoughts and ideas. Children are encouraged to become more <b>proactive</b>, <b>adaptable</b> and <b>self-sufficient</b> within art lessons and are <b>challenged</b> on an artistic level. <b>Creative</b>, <b>reflective</b> and <b>resilient</b> practice is encouraged, enabling the children to continue to <b>thrive</b> and <b>flourish</b>. The art curriculum enables every child to grow academically, socially, morally, spiritually and culturally, preparing children for life beyond Primary School.</p>
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			<p>this works in creative industries eg in architecture, magazines, logos, digital media and interior design.</p> <p>Extend ideas for designs through sketchbook use and research, justifying choices made during the design process..</p>				
6	<p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p>	<p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>	<p>Draw expressively, in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p>Apply new drawing techniques to improve their mastery of materials and techniques</p> <p>Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p> <p>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.</p> <p>Work in a sustained way over several sessions to complete a piece.</p> <p>Analyse and describe how colour is used in other artists' work. Consider materials, scale and techniques when creating collage and other mixed media pieces.</p> <p>Create collage in response to a stimulus and work collaboratively on a larger scale.</p> <p>Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Confidently problem-solve, edit and refine to create desired effects and end results.</p>	<p>To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p> <p>To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p> <p>To know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>To know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p>To know how an understanding of shape and space can support creating effective composition.</p> <p>To know how line is used beyond drawing and can be applied to other art forms.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Articulating thoughts and feelings orally. Understanding the role of art in wider society. Making art with a wider message for society. Representing memories and experiences.</p>

			<p>Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.</p> <p>Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome.</p>					
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