



**Knowledge and Skills – Progression Ladder**

Subject: Art and Design						
Years: 1-6						
YEAR GROUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Drawing</b>	<ul style="list-style-type: none"> <li>Use lines and marks for texture and pattern. Begin to control lines (colour inside lines).</li> <li>Cross hatching, scribbling, stippling and blending to create light/dark lines.</li> </ul>	<ul style="list-style-type: none"> <li>Further use lines and marks for texture and pattern.</li> <li>To understand that the angle and pressure applied to different medium affects the outcome, e.g. pencil, pastel, charcoal.</li> <li>To shade in one direction and within lines.</li> </ul>	<ul style="list-style-type: none"> <li>Use different hardness of pencils. Use shadows, cross hatching, shading.</li> <li>Lightening and darkening colours using black and white.</li> </ul>	<ul style="list-style-type: none"> <li>Develop use of hatching and cross hatching to show tone and texture.</li> <li>Using tone, light and shade to make things appear 3D</li> <li>Begin to represent proportion.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop proportions and occlusion.</li> <li>Develop the perspective techniques previously taught, as well as using tone, light and shade to make things appear 3D.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their own style of drawing through: line, tone, pattern, texture</li> <li>Continue to use proportion and build accuracy.</li> </ul>
	<ul style="list-style-type: none"> <li>To be able to draw a simple face and place features in the correct place and include more details, e.g. eyelashes, hair.</li> </ul>	<ul style="list-style-type: none"> <li>Observational drawing: real fruit and vegetables/figurative? artists still life representation.</li> <li>Explore a variety of drawing starting points including close looking via observation, drawing from memory and imagination. These might include figurative, still life and landscape.</li> </ul>	<ul style="list-style-type: none"> <li>Draw both positive and negative shapes</li> <li>To develop observational drawing including close observational skills.</li> </ul>	<ul style="list-style-type: none"> <li>Accurate drawing of whole people including proportion and placement.</li> <li>To consider, perspective, scale and proportion and composition.</li> <li>To have an awareness of objects having a third dimension and perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Produce increasingly accurate observational drawings, including people.</li> <li>To consider, perspective, scale and proportion and composition.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of taught techniques to represent movement.</li> <li>Use drawing techniques to work from a variety of sources, eras and cultures including observation, photographs and digital images.</li> </ul>



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	<ul style="list-style-type: none"> <li>To be able to hold and use a pencil effectively.</li> <li>To explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal.</li> <li>Use pencil, charcoal, chalk, pastels.</li> <li>To name different drawing implements and understand the effect they have.</li> </ul>		<ul style="list-style-type: none"> <li>To experiment with the potential of various pencils, pens and other writing implements including those from different eras and cultures e.g. quills, including weighting.</li> </ul>			<ul style="list-style-type: none"> <li>Draw for a sustained period of time over a number of sessions working on one piece.</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>Recognise and begin to use the colour wheel</li> <li>Use colour to convey emotion.</li> <li>Mix paints to match tones; mixing with two colours – adding white and black for lighter/darker tones and tints.</li> </ul>	<ul style="list-style-type: none"> <li>Understand appropriate use of warm and cold colours. (poster paints).</li> <li>Extend knowledge of emotive colours.</li> </ul>	<ul style="list-style-type: none"> <li>Know the primary and secondary colours; Experiment with creating mood with colour</li> <li>Build on knowledge of warm and cold colours and use primary and secondary colours to enhance mood.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use complementary and opposing colours.</li> </ul>	<ul style="list-style-type: none"> <li>Use and know a full range of colours effectively including specifically named colours e.g. teal, ocre.</li> </ul>	<ul style="list-style-type: none"> <li>Use and know a full range of colours effectively including specifically named colours e.g. teal.</li> </ul>



**Knowledge and Skills – Progression Ladder**

	<ul style="list-style-type: none"> <li>• Use thick and thin paintbrushes appropriately (e.g. detail/filling).</li> <li>• Begin to use poster paints</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate year 1 knowledge of using thick and thin brushes.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop knowledge of thick and thin brushes by building on techniques and using variety of brushes.</li> <li>• Begin to use water colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop brush techniques and use of a variety of brushes – including use of thick and thin brush strokes where appropriate.</li> <li>• Begin to use light and shadow in background and foreground.</li> <li>• Develop use of water colours.</li> <li>• Develop making texture in art work.</li> </ul>	<ul style="list-style-type: none"> <li>• Colour mix and apply acrylic paint responding to its fast-drying quality and how you can layer and over-paint.</li> <li>• Increase proficiency when painting with proportions and occlusion.</li> <li>• Develop appropriate brush strokes and techniques for larger flat areas of colour and more detailed foreground objects.</li> <li>• Develop finer brush strokes when painting human form.</li> <li>• Use over-painting to emphasise contrasts, and qualities of shape and tone.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop appropriate brush strokes and techniques for larger flat areas of colour and more detailed foreground objects.</li> <li>• Extend skills using finer brush strokes skills.</li> </ul>
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<p><b>Collage</b></p>	<ul style="list-style-type: none"> <li>• Collect natural materials to create a temporary collage.</li> <li>• Begin to arrange materials in symmetrical and/or aesthetically pleasing fashion.</li> <li>• Experiment combining different materials.</li> <li>• Sort and arrange materials effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to make artistic choices from a range of paper-based materials.</li> <li>• Layering of materials and mix materials to create texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Select a range of materials for a striking effect.</li> <li>• Begin to develop coiling, overlapping, tessellation techniques.</li> <li>• Begin to mix contrasting textures: rough/smooth, plain/patterned.</li> </ul>	<ul style="list-style-type: none"> <li>• Select a range of materials for a striking effect.</li> <li>• Develop ideas and apply knowledge of previously taught processes.</li> <li>• Layer and overwork materials with different media.</li> <li>• Select materials by colour and texture.</li> <li>• Create collage using fabric as a base.</li> </ul>	<ul style="list-style-type: none"> <li>• Use photographic images from printed materials as a starting point for artwork.</li> <li>• Understand differences between painted portraits and photographic images and be able to articulate this within discussion.</li> <li>• Transpose images using different media and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop visual and tactile qualities.</li> <li>• Experiment with techniques that use contrasting textures, colours and patterns.</li> <li>• Combine pattern, tone and shape.</li> <li>• Add collage to a painted or printed background.</li> <li>• Make independent artistic choices based on skills previously taught by applying experience of different materials and a</li> </ul>
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**Knowledge and Skills – Progression Ladder**

	<ul style="list-style-type: none"> <li>• Cut shapes using scissors and other modelling tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop tearing and cutting.</li> <li>• Continue to cut shapes using scissors and other modelling tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop cutting and sticking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to improve cutting and sticking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Be proficient in cutting and sticking techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• variety of techniques to communicate ideas.</li> <li>• Be proficient in cutting and sticking techniques.</li> </ul>
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>• Use tools and equipment safely and in the correct way to help deconstruct (scissors) and then construct (glue sticks)</li> </ul>	<ul style="list-style-type: none"> <li>• Use equipment and media with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Use equipment and media with increasing confidence. Learn to secure work to continue at a later date.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Learn to secure work to continue at a later date.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Learn to secure work to continue at a later date.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Learn to secure work to continue at a later date.</li> </ul>
	<ul style="list-style-type: none"> <li>• Experiment in a variety of malleable media such as clay, papier Mache, salt dough.</li> <li>• Continue to manipulate malleable materials in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>• Explore modelling materials such as Modroc, clay and plasticine.</li> <li>• To use a range of materials creatively to design and make products.</li> <li>• Investigate materials and processes such</li> </ul>	<ul style="list-style-type: none"> <li>• Be familiar with different modelling techniques (using clay or plasticine)</li> <li>• Join two parts successfully.</li> <li>• To understand how to model and develop work through a</li> </ul>	<ul style="list-style-type: none"> <li>• Model over armature: newspaper frame for Modroc</li> <li>• To know how to make a slip to join two pieces of clay.</li> <li>• Explore how combinations of materials</li> </ul>	<ul style="list-style-type: none"> <li>• Gain experience in modelling over an armature: newspaper frame for Modroc.</li> <li>• Show experience in combining pinch, slabbing and coiling to produce end pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Work around armatures or over constructed foundations.</li> <li>• Model and develop work through a combination of pinch, slab and coil.</li> </ul>



**Knowledge and Skills – Progression Ladder**

	<p>including rolling, pinching and kneading.</p> <ul style="list-style-type: none"> <li>• Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</li> <li>• Impress and apply simple decoration techniques: impressed, painted, applied.</li> </ul>	<p>as: folding, scrunching, tearing, cutting, joining, modelling, layering and constructing.</p> <ul style="list-style-type: none"> <li>• To use sculpture to develop and share their ideas, experiences and imagination.</li> <li>• Create distinct, strong shapes.</li> </ul>	<p>combination of pinch, slab and coil.</p> <ul style="list-style-type: none"> <li>• Make a sculpture structurally robust to stand up independently.</li> <li>• Produce more intricate surface patterns/textures and use them when appropriate.</li> </ul>	<p>such as wire, paper fabric, string and card can be transformed into sculpture.</p> <ul style="list-style-type: none"> <li>• Discover how best to manipulate different materials (cut, tear, bend, fold) and fasten them together (tie, bind, stick).</li> <li>• To know the names of tools, techniques and formal elements/ processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend understanding how combinations of materials such as wire, paper fabric, string and card can be transformed into sculpture.</li> <li>• Make a sculpture structurally robust to stand up independently.</li> <li>• Add details to convey expression and movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Use previously taught techniques to explore form and perspective.</li> <li>• Develop skills to represent figurative human forms.</li> </ul>
<b>Printing</b>	<ul style="list-style-type: none"> <li>• Explore printing simple pictures with a range of hard and soft materials, e.g. cork, pen barrels, sponges.</li> <li>• Develop control by using 'press and stamp' to create prints.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore simple print making, e.g. using plasticine, found materials or quick foam print.</li> <li>• Begin to print clearly using rollers, ink and blocks with</li> </ul>	<ul style="list-style-type: none"> <li>• Choose from a range of different materials to create printed images.</li> <li>• Using print blocks: Make and create repeated patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate experience in fabric printing.</li> <li>• Create block print with increasing accuracy using stencil and rollers.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop skills used in Year 4 to create polystyrene printing blocks to use with roller and ink.</li> <li>• Design and create motifs to be</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate experience in a range of printmaking techniques.</li> <li>• See and use positive and negative shapes.</li> </ul>



**Knowledge and Skills – Progression Ladder**

	<ul style="list-style-type: none"> <li>• Use repeating and overlapping shapes.</li> <li>• Make simple marks on rollers and printing palettes.</li> <li>• Take simple prints ie mono-printing</li> </ul>	<p>increasing accuracy.</p> <ul style="list-style-type: none"> <li>• To know the name of simple tools and materials for printing.</li> <li>• Continue to explore both mono-printing and relief printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use taught technique to create clear precise prints using blocks with increasing accuracy.</li> <li>• Demonstrate experience in 3 colour printing.</li> <li>• Create texture: using man-made objects, e.g, corrugated card.</li> <li>• Continue to explore mono-printing and relief printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Expand experience in 3 colour printing.</li> <li>• Increase awareness of mono and relief printing.</li> <li>• Create repeating patterns, including tessellations.</li> </ul>	<p>turned into printing blocks.</p> <ul style="list-style-type: none"> <li>• Continue to gain an experience in overlaying colours.</li> <li>• Show experience in a range of mono print techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use screen printing techniques independently and accurately.</li> <li>• Use the skill of relief block printing on dyed fabric.</li> <li>• Draw directly onto fabric with correct amount of pressure.</li> </ul>
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<p><b>Textiles</b></p>	<ul style="list-style-type: none"> <li>• Begin to use weaving skills; simple over/under weaving, looping and knotting.</li> <li>• Decorate strips of fabric using a variety of media.</li> <li>• Use brusho dye over oil pastel to decorate fabric.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to gain experience in weaving, both 3D and flat, e.g. grass through twigs.</li> <li>• Produce coloured patterns by folding and dipping fabric in different ways.</li> <li>• Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</li> <li>• Experiment with dyes to produce different effects.</li> <li>• Show expertise in a range of stitch work.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textual effects.</li> <li>• Develop skills with dipping and dyeing techniques.</li> <li>• Experiment with block printing techniques on pre dyed fabric.</li> <li>• Apply decoration using beads, buttons, feathers and a range of sewing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textual effects.</li> <li>• Develop dip dye and resist techniques.</li> <li>• Design and create own textile print.</li> <li>• Combine textile dyeing and print making techniques.</li> <li>• Apply decoration using a range of sewing techniques and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textual effects.</li> <li>• Develop knotting, threading and binding techniques.</li> <li>• Experiment with pieces of fabric to show the effects of different ideas and techniques to alter its appearance.</li> <li>• Develop skills and knowledge of colouring layering, construction and destruction of textile material.</li> <li>• Become proficient in selecting materials and processes and organise and combine these in their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and design linear designs into relief print blocks.</li> <li>• Transfer designs onto different scales and surfaces.</li> <li>• Use the skill of relief block printing on dyed fabric.</li> <li>• Become proficient in selecting materials and processes and organise and combine these in their work.</li> </ul>
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