



Orchard Primary School - Progression of Knowledge & Skills in Art and Design



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Expected Standard						
Exploring and developing ideas	<ul style="list-style-type: none"> Record and explore ideas. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the work of artists and say what they think or feel about a piece of artwork. 	<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. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<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 the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<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 to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<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 to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<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. 	<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 (ONGOING)	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. 	<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. Talk about drawings and paintings and say what they feel Begin to describe what they can see and like in the work of another artist/craft maker/designer Begin to express their feelings/opinions about a peer's piece of art Express their feelings about their own piece of art 	<ul style="list-style-type: none"> Talk about their work and explain it Describe what they think or feel about their own and others' work Think of ways to adapt and improve own work Begin to make links to an artist to inspire their work Begin to talk about how other artist/craft maker/designer have used colour, pattern and shape Begin to use ways to improve work Explore ideas and change what they have done to give a better result 	<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. Make their own choices Create artwork following an idea or towards a specific purpose. Make comments on the work of others, including both ideas and techniques Communicate what they are trying to express in their own work. 	<ul style="list-style-type: none"> Plan work carefully before beginning Experiment with the styles of different artists Compare others' work with their own Appraise the ideas, methods and approaches used in others' work, using a critical approach Use the appraisal of others for improvement Communicate what they are trying to express in their own work. 	<ul style="list-style-type: none"> Keep and use detailed notes in sketch book Evaluate own and others' work, explaining and justifying their reasons Use analysis when commenting on ideas Consider the end point when adapting and improving their work Develop and improve their own style Critique each other's work as a way of developing and supportive each other's ideas. Make and support their own decisions and choices. 	<ul style="list-style-type: none"> Evaluate own and others' work, explaining and justifying their reasons. Consider the end point when selecting materials and adapting/improving their work Analyse and comment on their own and others' ideas, methods and approaches. Make adaptations following their own reflections and the comments of others.
Drawing	<ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Begin to control the types of marks made with the range of media Draw on different surfaces with a range of media. Use differently textured and sized media. Observe and draw shapes. Draw shapes in between objects. Invent new shapes. Investigate tone by drawing light/dark lines. 	<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. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour As control improves, develop tonal work using lines. Expand and revisit materials used, building skills. Move towards a graduated infilling. 	<ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Develop intricate patterns/mark making with pencils, able to vary line tone, beginning to use this in work. 	<ul style="list-style-type: none"> Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Begin to collect observations and ideas in sketch-books. Begin to use their sketches to develop a final piece of work Use a range of different materials (e.g. pastels, charcoal, pencil etc.) in their drawing. Create texture by adding dots and lines. Begin to show perspective and depth in their drawing. 	<ul style="list-style-type: none"> Develop skills in collecting and modifying ideas from observations in their sketchbooks. Begin to experiment with ideas in their sketch-books. Experiment with choosing from a range of materials. Show patterns and textures in their work which differentiate tones and begin to overlay colours. Show tone and texture using hatching and cross hatching. Make informed choices in drawing inc. the type of paper and media. 	<ul style="list-style-type: none"> Use a variety of source material for their work. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Work in a sustained and independent way from observation, experience and imagination. Reflect on and adapt their ideas using a sketch book Choose their own materials from a range provided to use in their drawings and explain why they selected them. 	<ul style="list-style-type: none"> Reflect on and adapt their ideas using a sketch-book with a focus on the purpose of the piece of artwork being created. Identify and explore the work of other artists within their own drawings. Choose their own materials from a range provided to use in their drawings and justify their selection. Select and mix suitable media within a single piece. Begin to use perspective in both abstract and real-life art.

		<ul style="list-style-type: none"> • Can they draw lines of different shapes and thickness, using different grades of pencil? • Use some control when drawing and painting 	<ul style="list-style-type: none"> • Can they understand where they might use different grades of pencil in their drawing and why? • Can they use different shading techniques to create different tones? • Have had an experience of working on a variety of types/colours/shapes and sizes of paper. • Working in a variety of ways: on a table/floor/easel/etc. 	<ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements. • Plan, refine and alter their drawings as necessary. • Show patterns and textures in their work which differentiate tones. • Use drawing as a tool to express and idea. • Indicate movement using lines. 	<ul style="list-style-type: none"> • Develop use of perspective, distance and depth in their drawing. • Alter and refine drawings and describe changes using art vocabulary. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> • Use correct terminology for materials they have selected. • Begin to develop their own style. • With support can select and mix suitable media within a single piece. • Use shading and tone to add depth and shape to their drawings. • Use line to create movement in a drawing. • Understand how drawing skills can support other medias. • Develop a series of drawings that explore a theme. 	<ul style="list-style-type: none"> • Their drawings show a strong understanding of how to use shading techniques to create depth and tone. • Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.
Painting	<ul style="list-style-type: none"> • Use a variety of tools and techniques including the use of different brush sizes and types. • Experiment with tools and techniques e.g. layering, mixing media, scraping through • Identify primary colours by name • Create textured paint by adding sand, plaster 	<ul style="list-style-type: none"> • Use a variety of tools and techniques including the use of different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Mix secondary colours and shades using different types of paint. • Create different textures. • Develop correct language of colours and groupings, moving towards predicting colours mixed. • Working in and exploring colour spectrums. • Making own black. 	<ul style="list-style-type: none"> • Mix a range of secondary colours, shades and tones. • Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. • Work on a range of scales • Mix and match colours using artefacts and objects. • Have the correct language for equipment and media they use. • Confident at mixing and predicting colours. • Confident about lightening and darkening colours and confident to make own black. • Confident to work independently, in groups and as a class. • Experiment with watercolour techniques to create different effects. • Selects the best material for the job. 	<ul style="list-style-type: none"> • Develop colour mixing and matching skills.. E.g. 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 • Work confidently on a range of scales e.g. thin brush on small picture etc. • Develop brush control skills and use brushes in different ways. • Explore different ways to lighten and darken. • Explore a wider range of paint types and techniques. • Identify what colours work well together. • Create a background using a wash. • Begin to work more abstractly. • Experiment with mood using colour. 	<ul style="list-style-type: none"> • Make and match colours with increasing accuracy. • Use more specific colour language e.g. tone, shade, • Choose paints and implements appropriately. • Purposefully select brush techniques to create different effects. • Predict the effect of the colour/size/texture of paper will have on their painting. • Create mood in a painting. • Use shade to create depth in a painting. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process. • Mix and use tints and shades. • Mix colours and know which primary colours make secondary colours Use more specific colour language. 	<ul style="list-style-type: none"> • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Work on preliminary studies to test media and materials. • Create imaginative work from a variety of sources. • Select different colour/size/texture of paper to create desired effects. • Understand primary and secondary colours and predict colour mixing in their work. • Understand the different properties of different paints. • Create a range of shades using different kinds of paint. • Create mood in a painting. • Use shade to create depth in a painting. • Identify different painting styles and how these have artists are influenced by these styles over time. 	<ul style="list-style-type: none"> • Create shades using black/white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Understand primary, secondary, harmonising and complimentary colours and predict colour mixing in their work. • Use a wide range of techniques in their work and explain why they have chosen these techniques. • They have a strong understanding of colour theory and how to use it to create a balanced painting. • Choose to use a limited range of colour to produce a chosen effect. • Develop a painting from a drawing • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music • Mix and match colours to create atmosphere and light effects • Begin to use perspective in both abstract and real life art • Work from a variety of sources, inc. those researched independently. • Show an awareness of how paintings are created (composition).

Printing	<ul style="list-style-type: none"> • Print with a range of hard and soft materials e.g. corks, pen barrels, sponge • Make simple marks on rollers and printing palettes • Build repeating patterns and recognise pattern in the environment • Make rubbings to collect textures and patterns 	<ul style="list-style-type: none"> • Print with a range of hard and soft materials e.g. corks, pen barrels, sponge • Make simple marks on rollers and printing palettes • Take simple prints i.e. mono - printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils • Build repeating patterns and recognise pattern in the environment • Create simple printing blocks with press print • Design more repetitive patterns • Experiment with overprinting motifs and colour • Make rubbings to collect textures and patterns 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques. • Can print single, repeat and picture endpieces in more than one colour. • Select the best materials for the job 	<ul style="list-style-type: none"> • Refine techniques learnt in KS1. • Add layers. • Experiment with layered printing using 2 colours or more. • Understand how printing can be used to make numerous designs. • Transfer a drawing into a print. • Research, create and refine a print using a variety of techniques. • Select broadly the kinds of material to print with in order to get the effect they want • Talk about the processes used to produce a simple print. 	<ul style="list-style-type: none"> • Develop the use of layers and overlays (up to 6). • Design and create more complicated stencil work. • Explore a variety of printing techniques. • Create an accurate print design. • Use printmaking as a tool with other medias to develop a final outcome. 	<ul style="list-style-type: none"> • Explain 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. • Organise their work in terms of pattern, repetition, symmetry or random printing styles. • Choose inks and overlay colours • Select suitable printing media for the task • Create an accurate print design that reflects a theme or ideas. • Make links with printmaking and other medias to help develop their work. 	<ul style="list-style-type: none"> • Be familiar with layering prints. • Add relief details into their prints • Create linked pattern work with up to 6 overlays. • Identify different printing methods and make decisions about the effectiveness of their printing methods. • .Alter and modify work. • Work relatively independently.
Textiles & Collage	<ul style="list-style-type: none"> • Begin to match and sort fabrics and threads for colour, texture, length, size and shape • Begin to change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting • Cut and shape fabric using scissors/snips • Apply shapes with glue • Apply decoration using beads, buttons, feathers etc • Create cords and plaits for decoration • Apply colour with printing, dipping, fabric crayons • Create images from a variety of media • e.g. photocopies material, fabric, crepe paper , magazines etc • Arrange and glue materials to different backgrounds • Collect, sort, name match colours appropriate for an image • Create, select and use textured paper for an image 	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing • Thread a needle, cut, glue and trim material. • Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting • Cut and shape fabric using scissors/snips • Apply shapes with glue or by stitching • Apply decoration using beads, buttons, feathers etc • Create images from imagination, experience or observation. • Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc • Arrange and glue materials to different backgrounds • Sort and group materials for different purposes e.g. colour texture • Fold, crumple, tear and overlap papers • Work on different scales • Collect, sort, name match colours appropriate for an image • Create and arrange shapes appropriately • Create, select and use textured paper for an image • Use, combine or overlap materials to create an image with support. 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. • Stitch, knot and use other manipulative skills. • Create collage with range of materials and textures • Independently interpret an object through collage. • Use different kinds of media to embellish and add details on their collage and explain what effect this has. 	<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. • Develop skills in cutting and joining. • Make a simple mosaic. • Experiment with a range of media e.g. overlapping, layering etc. • Use collage as a tool to develop a piece in mixed media. • Use fabrics to build an image. • Begin to work more abstractly. 	<ul style="list-style-type: none"> • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Use collage as a tool to independently develop a piece in mixed media. • Explore a range of textures using textiles. • Use a combination of visual and tactile ideas. • Combine different materials in different ways. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. 	<ul style="list-style-type: none"> • Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles. • Use collage as a tool to develop a piece in mixed media. • Extend their work within a specified technique. • Experiment with combinations of materials and techniques. • Overlap materials to build an image. • Use collage to create a mood boards of ideas. • Combine pattern, tone and shape in collage. • Explore a range of textures using textiles. 	<ul style="list-style-type: none"> • Awareness of the potential of the uses of material. • Use different techniques, colours and textures etc when designing and making pieces of work. • To be expressive and analytical to adapt, extend and justify their work. • Combine pattern, tone and shape. • Use collage as a tool as part of a mixed media project.

3 D form and Sculpture	<ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways including rolling and kneading Manipulate malleable materials for a purpose, e.g. pot, tile Experiment with constructing and joining recycled, natural and manmade materials Change the surface of a malleable material e.g. build a textured tile 	<ul style="list-style-type: none"> Manipulate clay/malleable materials in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form. Recognise different textures in different surfaces – rubbings etc Discuss a variety of products and sculpture that can be seen and touched. Use and investigate a variety of visual and tactile materials 	<ul style="list-style-type: none"> Mould, form and shape and bond materials to create a 3D form Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. Be confident in shaping and modelling materials from both observation and imagination. 	<ul style="list-style-type: none"> Make a simple papier mache or mod roc object. Plan, design and make models. Begin to show confidence in modelling forms and structures. Add layers onto their work to create texture and shape. Work collaboratively to create a large sculptural form. Add detail to a piece of work. Add surface patterns and texture to a piece of work. 	<ul style="list-style-type: none"> Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Choose from and use a range of decoration techniques. Begin to combine techniques to create finished pieces. Produce more sophisticated models. Experiment with and combine materials and processes to design and make 3D form. Take a 2D drawing into a 3D form. Shape using a variety of mouldable materials. Combine different materials in different ways. Talk about their work understanding that it has been sculpted, modelled or constructed. 	<ul style="list-style-type: none"> Describe the different qualities involved in modelling, sculpture and construction. Plan a sculpture through drawing and other preparatory work. Transform 2D designs into 3D models. Experiment with and combine materials and processes to design and make 3D form. E.g. Use recycled, natural and manmade materials to create sculpture. Shape using a variety of mouldable materials. Produce work that sometimes can be both visual and tactile. 	<ul style="list-style-type: none"> Develop skills in using clay inc. slabs, coils, slips, etc. Create sculpture and constructions with increasing independence. Shape and manipulate media. Decorate their 3D forms drawing on a range of different media. Select different finishes. Create models on a range of scales. Create work which is open to interpretation by the audience. Include both visual and tactile elements in their work. They know the properties of a wide range of different sculptural materials and how to use them.
	Digital Media	<ul style="list-style-type: none"> Record visual information using digital cameras, video recorders 	<ul style="list-style-type: none"> Explore ideas using digital sources i.e. internet Record visual information using digital cameras, video recorders Use a simple graphics package to create images and effects 	<ul style="list-style-type: none"> Explore ideas using digital sources i.e. internet Record visual information using digital cameras, video recorders Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas; shapes using eraser, shape and fill tools; colours and texture using simple filters to manipulate and create images Use basic selection and cropping tools 	<ul style="list-style-type: none"> Record and collect visual information using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision ; changing the type of brush to an appropriate style Create shapes by making selections to cut, duplicate and repeat Experiment with colours and textures by making an appropriate choice of special effects to create images for a particular purpose 	<ul style="list-style-type: none"> Record and collect visual information using digital cameras and video recorders Present recorded visual images using software e.g. PowerPoint Use a graphics package to create images and effects with: lines by controlling the brush tool with increased precision; changing the type of brush to an appropriate style Create shapes by making selections to cut, duplicate and repeat Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose 	<ul style="list-style-type: none"> Record and collect and store visual information using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, Use a graphics package to create and manipulate new images Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering
Greater Depth Standard							
<ul style="list-style-type: none"> Can they develop their own ideas through selecting and using materials and working on processes that interest them? Through their explorations, can they find out and make decisions about how media and materials can be combined and changed? Can they talk about the ideas and processes which have led them to make their designs or images? Can they talk about the features of their own and others' work, recognising the differences between them and the strengths of others? 	<ul style="list-style-type: none"> Can they make links between their own artwork and other artists'? Can they evaluate their own and others' artwork and make suggestions for improvement? Can they comment how an artist/designer has used colour, pattern and shape? Can they plan their art using a range of techniques e.g. sketches, discussion? 	<ul style="list-style-type: none"> Can they make comparisons between their own artwork and other artists'? Can they articulate what they are trying to express in their own artwork? Can they make suggestions for improvement in their own and others' artwork? Can they transfer skills into a different medium e.g. using drawing skills when painting? 	<ul style="list-style-type: none"> Adapt or improve their original ideas. Evaluate their learning process and make suggestions for improvement in their own and others' artwork. Explain why they have selected specific materials for their artwork. Begin to communicate influences of their artwork e.g. mood boards, artists, objects, nature. 	<ul style="list-style-type: none"> Critique their own and others' artwork throughout the learning process to develop and support each other. Use a range of sources e.g. books, internet, galleries to influence their ideas. Experiment with combining different materials and discuss their effectiveness. Discuss how a range of factors influences art from different cultures. 	<ul style="list-style-type: none"> Plan carefully their art, taking into account layout, composition and perspective. Keep detailed notes, quotes or annotations using advanced vocabulary to explain and reflect on their artistic process? E.g. form, composition, tone Explain their own style of art and what has influenced their choices? E.g. mood, events, geography, nature, history. 	<ul style="list-style-type: none"> Able to work independently, confidently and take creative risks in their work. Demonstrate an understanding of the 'Creative Process' by managing their time effectively, practicing skills, and actively enquiring how to make improvements. Explain their own style of art and identify a range of influences? E.g. mood, events, geography, nature, history. 	

