



St. George's Catholic Primary School

To learn with kindness, respect and friendship through God's love

Art and Design Knowledge and Skills Progression Map

Year	Term	Scheme of Work	Drawing - Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3-D art	Responding to artwork and using a sketchbook
EYFS	Aut	Frida Kahlo Printing Fireworks Development Matters	<p>DM - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>ELG - Fine Motor Skills Begin to show accuracy and care when drawing.</p> <p>ELG – Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <ul style="list-style-type: none"> I can represent myself using drawings. I can use shapes and lines to represent myself in a drawing. I can explore different textures when printing. I can draw using chalk and explore how chalk can be manipulated. 	<p>DM - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>ELG - Fine Motor Skills Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>ELG – Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> I can use colour to represent myself in a drawing. I can use basic printing techniques – understanding cause and effect with printing resources. 		<p>DM - Create collaboratively, sharing ideas, resources and skills. Talk about the difference between materials and changes they notice.</p> <p>ELG – Creating with Materials Share their creations, explaining the process they have used.</p>
EYFS	Spr	Observational Drawings Eric Carle Development Matters	<p>DM - Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>ELG - Fine Motor Skills Begin to show accuracy and care when drawing.</p> <p>ELG – Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <ul style="list-style-type: none"> I can use shapes to create pictorial representations of the natural world and familiar images. I can create texture with stamps and rollers. 	<p>DM - Developing the ability to observe, understand and execute instructions. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>ELG - Fine Motor Skills Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>ELG – Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> I can use colours in my artwork. I can colour inside the lines. 	<p>DM - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>ELG - Fine Motor Skills Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>ELG – Creating with Materials Make use of props and materials when role playing characters in narratives and stories. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <ul style="list-style-type: none"> I can cut into shapes and assemble shapes into a flower image, based on the image of the front cover of the 'Tiny Seed'. 	<p>DM - Return to and build on their previous learning, refining ideas and developing their ability to represent them. Describe what they see whilst outside. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Talk about the difference between materials and changes they notice.</p> <p>ELG – Creating with Materials Share their creations, explaining the process they have used.</p> <ul style="list-style-type: none"> I can observe art and develop an understanding of what art is. I can base my artwork on the front cover of the 'Tiny Seed'.
EYFS	Sum	Wassily Kandinsky African Repeating Patterns Jackson Pollock Development Matters	<p>DM - Explore, use and refine a variety of artistic effects to express their ideas and feelings. Continue, copy and create repeating patterns.</p> <p>ELG - Fine Motor Skills Begin to show accuracy and care when drawing.</p> <p>ELG – Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <ul style="list-style-type: none"> I can use primary and secondary colours. I can repeat a pattern. 	<p>DM - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>ELG - Fine Motor Skills Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>ELG – Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <ul style="list-style-type: none"> I can create a pattern of snail shells. I can use dripping and flicking techniques over a template to create artwork. 	<p>DM - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>ELG – Creating with Materials Make use of props and materials when role playing characters in narratives and stories. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <ul style="list-style-type: none"> I can create a silhouette picture. 	<p>DM - Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore the natural world around them. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>ELG – Creating with Materials Share their creations, explaining the process they have used.</p> <ul style="list-style-type: none"> I can create a pattern of snail shells in the style of the artist. I can create a silhouette picture in style of the artist.



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1	Aut	Mark Making	<ul style="list-style-type: none"> I can explore ways of drawing lines between two points I can experiment with how I hold a pencil when sketching I can discuss what a line is I can use adjectives to describe lines I can experiment with pressure when drawing pencil lines I can experiment with different kinds of pencils and observe the different marks they make I can create different repeated line patterns I can discuss and comment on the texture in artwork I can use rubbing to recreate texture 	<ul style="list-style-type: none"> I can hold a paintbrush correctly when painting I know what 'loading' the paintbrush is I know how to create a smooth sweeping brushstroke I can use paint to create differently shaped lines I can use my paintbrush to create lines of different thicknesses I can experiment with different ways to make marks using a paintbrush 		<ul style="list-style-type: none"> I can explore how Kandinsky used different lines in his artwork I can discuss how a line or a dot can be a piece of art using the story 'The Dot' by Peter H Reynolds I can discuss the artworks of Paul Klee and say what I like and dislike about them I can spot different mark making techniques in Klee's work I can attempt to recreate some of the mark making in Klee's artwork
1	Spr	Colour Creations		<ul style="list-style-type: none"> I can name a variety of colours I can choose a favourite colour and give reasons for my choices I know what primary colours are I know what secondary colours are I can mix primary colours to make secondary colours I know how to create lighter shades of colour I know how to create darker shades of colour I can use a paintbrush to make basic marks using paint I can use paint to create artwork in the style of an artist we have studied 	<ul style="list-style-type: none"> I can use collage to create artwork inspired by Piet Mondrian I can use collage and mixed media to create artwork inspired by Wassily Kandinsky 	<ul style="list-style-type: none"> I can say if I like or dislike Piet Mondrian's art I can spot similarities and differences between different pieces by Mondrian I can create a piece of art inspired by Mondrian I can comment on Kandinsky's use of colour to create effects I can create a piece of art inspired by Kandinsky
1	Sum	Andy Goldsworthy	<ul style="list-style-type: none"> I can discuss and comment on the patterns in Andy Goldsworthy artwork I can discuss and comment on the use of curves, circles and spirals in Andy Goldsworthy's artwork. 	<ul style="list-style-type: none"> I can name and identify colours I can discuss and comment on the colours Andy Goldsworthy uses in his artwork I can sort items by colour 	<ul style="list-style-type: none"> I can make 3D patterns out of different materials I can use a variety of natural materials to make 3D paths and walls I can use collage and mixed media to create artwork inspired by Andy Goldsworthy I can mould using clay to create artwork inspired by Andy Goldsworthy I can use mirrors and natural construction materials or water to create artwork inspired by Andy Goldsworthy 	<ul style="list-style-type: none"> I can discuss and comment on the patterns in Andy Goldsworthy artwork I can discuss and comment on the use of curves, circles and spirals in Andy Goldsworthy's artwork I can discuss and comment on Andy Goldsworthy's reflective artwork I can describe the colours, shapes, patterns and materials used in Andy Goldsworthy's artwork. I can create different works of art inspired by Andy Goldsworthy



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2	Aut	Self Portraits	<ul style="list-style-type: none"> I can investigate the different kinds of sketching pencils I can explore the marks that can be made with different grades of pencil I can make different kinds of marks with different pencils I can explore pencils and the letters on them, defining what they mean and making links with different kinds of sketching I can comment on the kinds of marks that can be made with different pencils I can use different kinds of marks to sketch a self portrait using a sketching pencil 	<ul style="list-style-type: none"> I can create shadows using different shades of coloured paper I can explore and discuss a range of paints, and the different effects they can be used to create. I can name some different kinds of paint I can describe differences in different paints I can choose which paint is more suitable for a desired purpose I can use watercolour paint and poster paint and discuss the outcome and preference I can choose use paint when creating a self portrait 	<ul style="list-style-type: none"> I can create a simple collage self-portrait using shapes for their features I understand that sculptures can be a form of portrait, and can explore examples made from wood, stone and metal. I can manipulate clay in simple ways to create desired shapes I can use tools to help manipulate clay in different ways I can make appropriate choices of colour to finish sculptures I can create a self portrait using clay 	<ul style="list-style-type: none"> I can say what I like or dislike about a portrait or self-portrait I can discuss and evaluate different existing works of art including some by Matisse, Kahlo, Rembrandt, Van Gogh and others. I can discuss different forms of collage. I can describe, compare and contrast differences in different paints I can use a sketchbook to explore and experiment with different pencils and paints I can use a sketchbook to explore different marks that can be made using different strokes and pencils
2	Spr	Henri Rousseau	<ul style="list-style-type: none"> I can sketch and draw plants and flowers in the style of Rousseau I can sketch and create a 'portrait-landscape' I can use my imagination to generate ideas for my sketch 	<ul style="list-style-type: none"> I can use natural materials to create prints I can create prints inspired by Rousseau's paintings 	<ul style="list-style-type: none"> I can use paper to create a shoebox model of one of Rousseau's paintings I can use paper and other materials to create a mask I can use glue to help me attach different parts to my mask and/or model 	<ul style="list-style-type: none"> I can say who Henri Rousseau was and recall facts about his life I can discuss a painting by Henri Rousseau I can discuss and explain how I feel when looking at a Rousseau painting I can discuss portraits, landscapes, and Rousseau's genre of 'portrait-landscape'
2	Sum	Sparks and Flames	<ul style="list-style-type: none"> I can identify areas of light and dark I can blend with chalks I can describe the shapes used in Rita Greer's artwork I can describe the textures used in artwork I can use mixed media to create scenes 	<ul style="list-style-type: none"> I can describe the colours used in Rita Greer's painting I can comment on and discuss the foreground, middle ground and background of paintings I can use mixed media to create scenes 	<ul style="list-style-type: none"> I can manipulate tissue paper to create a collage. I can use layering in pictures I can use tissue paper to create a collage in the style of Rita Greer I can use materials to create effects I can use a variety of materials and techniques to build 3D pictures I can use paper to create 3D models 	<ul style="list-style-type: none"> I can use the language of foreground and background to describe different areas of a picture I can comment on the colours and shapes used in Rita Greer's artwork I can evaluate my own work, thinking about how to make improvements I can say what is in different sections of pictures I can plan and talk about what I want to create I can make appropriate choices about which methods to use



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3	Aut	At the Pantomime	<ul style="list-style-type: none"> I can sketch ideas to design a pantomime scene I can use sketching and templates to design a pantomime costume I can sketch ideas to design a pantomime prop I can design a poster to advertise a pantomime 	<ul style="list-style-type: none"> I can make appropriate choices about colours used in my designs I can choose appropriate colours for a pantomime poster 	<ul style="list-style-type: none"> I can follow a design to create a 3D model set I can use a variety of techniques to create different effects 	<ul style="list-style-type: none"> I can study and comment on some design features of pantomimes I can use a sketchbook to sketch aspects of design that I like I can use a sketchbook to plan out ideas for design features for a pantomime set, costumes and accessories I can discuss and evaluate my finished work and the work of others
3	Spr	Journeys	<ul style="list-style-type: none"> I can use felts to create symbols in the style of Indigenous Australian art I can use a pencil to sketch a journey as it is read out from a Dreamtime story I can use line, pattern and colour in their symbols to create a bird's eye view journey in the style of Indigenous Australian artwork I can use pattern to create effects I can 'take my pencil on a walk' to create artwork in the style of Paul Klee 	<ul style="list-style-type: none"> I can identify and discuss the colours used in Indigenous Australian art I can choose colours in my artwork that reflect what is being represented I can use different materials to make dots with paint I can create a painting using the dot technique in the style of Indigenous Australian artwork I can use colour to create effects 		<ul style="list-style-type: none"> I can comment on and discuss Indigenous Australian art I can identify the styles, colours and symbols used in Indigenous Australian art I can comment on and discuss the work of Paul Klee I can constructively discuss my finished artwork
3	Sum	L.S Lowry		<ul style="list-style-type: none"> I can paint figures in the style of LS Lowry I can use different tools to paint figures in the style of LS Lowry I can name the three primary colours I can describe what tone, tint and shade are I can colour mix paints to match a chosen colour I can add depth to a painting through use of a small and paler objects in the background I can explore how foreground, mid-ground and background can add depth to a painting I can apply the style of LS Lowry to my artwork 		<ul style="list-style-type: none"> I can answer basic retrieval questions about an art piece I can discuss LS Lowry's paintings, looking for common themes, similarities and differences I can analyse and describe LS Lowry's paintings I can give opinion on LS Lowry's paintings and describe what I see in each painting Using a sketchbook, I can analyse and evaluate effectiveness of different tools when recreating figures I can make comparisons between artwork by the same artist I can evaluate my artwork



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4	Aut	Indian Art	<ul style="list-style-type: none"> I can describe the patterns used in an Indian festival I can copy and create my own detailed patterns I understand what symmetry is and how to make a symmetrical pattern I can use what I have learnt to create my own mehndi pattern I can draw or trace a Rangoli outline I can use salt to make a successful Rangoli pattern 	<ul style="list-style-type: none"> I can explain the similarities and differences of Indian painting styles I can use what I have found out to paint copies of an Indian painting I can describe the colours used in an Indian festival I can use a range of materials to create printed fabric I can create repeated patterns I can use colours and patterns to represent the Indian culture I can use what I have learnt about block-printed fabric to make my own block printed stamps to decorate fabric 	<ul style="list-style-type: none"> I can use different mediums to make and decorate a 3D elephant 	<ul style="list-style-type: none"> I understand that painting has changed over time in India I can explain what henna is and why it is significant to the Indian culture I can explain what a Rangoli pattern is
4	Spr	Van Gogh	<ul style="list-style-type: none"> I can develop my sketching techniques as I improve my artwork from previous lessons I can practice sketching techniques to create a sense of movement I can use a variety of different lines in my sketches I can experiment with different marks made with a pencil I can show pencil control when sketching I can use a variety of techniques when sketching I can draw an object from more than one perspective in the style of Van Gogh I can separate images into sections to judge proportions 	<ul style="list-style-type: none"> I can use acrylic or oil paints effectively I can use line, pattern and colour in their paintings to create depth and texture I can mix paints to create shades I can mix paints to create tints I can use different techniques to create a painting in the style of Van Gogh I can use paint to make textures 		<ul style="list-style-type: none"> I can identify techniques that Van Gogh used in his paintings I can study Van Gogh's 'Sunflowers' series I can use sketching and painting to improve artwork from previous lesson I can reflect on my artwork I can study Van Gogh's 'Starry Night', focusing on his techniques for creating sense of movement I can use a sketchbook to practice ideas and techniques I can reflect on different techniques used to create artwork I can evaluate my work and make appropriate changes I can recognise examples of Van Gogh's style in his portraits
4	Sum	Viewpoints	<ul style="list-style-type: none"> I can capture elements of dreams through drawings in the style of surrealist artists I can record observations about the environment through sketching 	<ul style="list-style-type: none"> I can design a print from an original image I can experiment with different printing techniques to create different effects I can recreate an image from a different viewpoint I can create printing blocks to use when creating works of art in the style of surrealist artists 		<ul style="list-style-type: none"> I can comment on and discuss how dreams are represented in images I can study and discuss surrealist paintings I can capture elements of dreams by sketching ideas in sketchbook I can record observations about the environment through sketching I can plan a dream story using a sketchbook I can suggest ways in which I could improve my own artwork I can modify and improve my own designs I can evaluate my own work



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5	Aut	Cityscapes	<ul style="list-style-type: none"> I can create patterns using ink and ink pens. I can add detail into blank objects using ink and ink pens. 	<ul style="list-style-type: none"> I can explain what the palette knife technique is. I can use a home-made palette knife to create a textured appearance. I can re-create sections of paintings as closely as possible. with a reflection? I can create a cityscape with a reflection. I can paint a reflection from different Perspectives. 	<ul style="list-style-type: none"> I can explain what the 3D Pop art technique is and am able to recognise it. I can create my own 3D city. I can explain how to create depth in 3D images. I can explain what a silhouette is. I can use different materials to represent a cityscape theme. 	<ul style="list-style-type: none"> I can explain why artists might paint cityscapes. I can explain why some artists draw detailed Cityscapes. I can explain why artists choose to re-create cityscapes. I can plan my own artwork from scratch.
5	Spr	Art Illusions	<ul style="list-style-type: none"> I can use vanishing points and horizon lines in my artwork to create perspective. know that artists can use perspective to trick the viewer. I can apply perspective in my own artwork. I know what foreshortening is. I can use foreshortening in my own work to create perspective. I know what trompe l'oeil is. I know what photorealism is. I can identify tricks artists have used to create illusions. I can create my own illusions using blivets. I know what optical art is. I can use line and colour to create illusions. 	<ul style="list-style-type: none"> I know what optical art is. I can use line and colour to create illusions. 		<ul style="list-style-type: none"> I know that artists use illusions to create effects. I know what perspective is and how this can be used by artists. I know how some artists use perspective to give the illusion of depth and space. I can comment on artwork in relation to the perspective that has been used. I can discuss how artists use foreshortening to create perspective. I can comment on a variety of works of art that create illusions through trompe l'oeil. I can discuss my artwork and say what I think and feel about it.
5	Sum	Japanese Art	<ul style="list-style-type: none"> I am familiar with some of the different Japanese art styles. I understand what manga is. I understand how expression can be created by drawing facial features in a certain way. I can draw my own characters in the manga style. 	<ul style="list-style-type: none"> I can explain how a woodblock print is made. I can create my own version of a woodblock print. I understand the concept of Notan. I understand the importance of light and dark in a piece of artwork. I know what calligraphy is. I understand why calligraphy is considered an art form. I can create my own artwork using calligraphy. 	<ul style="list-style-type: none"> I can create my own piece of artwork following the principles of Notan. I have some understanding of the history and philosophy of origami. I understand the symbolism that is associated with certain origami models. I can follow instructions to make an origami model. I can create my own Daruma doll to assist them with a goal or wish. 	<ul style="list-style-type: none"> I can discuss the artworks in terms of the seven visual elements. I can give and explain my personal opinions of different artworks. I can recognise and discuss some famous Japanese woodblock prints. I understand what folk art is. I children explain what the Daruma doll represents and how it is used.



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6	Aut	People in Action	<ul style="list-style-type: none"> I can visualise and demonstrate a sequence of actions. I can record from first-hand observation. I can identify how facial features alter when engaged in physical activity. 	<ul style="list-style-type: none"> I can use colours to reflect an idea or emotion. 	<ul style="list-style-type: none"> I can arrange images to produce the illusion of movement. I can experiment with different methods and techniques for printing. I can arrange images to create the illusion of movement using printing. 	<ul style="list-style-type: none"> I can comment on how artists use form and figures in movement art. I can record from experience and imagination. I can experiment with different methods and techniques. I can annotate my work. I understand how to adapt the style of artists for my own purposes. I can describe what I think and feel about my own artwork and the work of others. I can select ideas to use in my work. I can apply my knowledge of materials and processes to create my own artwork. I can compare my work with others as part of the process of evaluation.
6	Spr	In Flanders Fields	<ul style="list-style-type: none"> I can create my own artwork based on the style of Paul Nash. I can create my own WWI propaganda poster. I can make my own dazzle camouflage design. I can create my own artwork using a variety of art skills, 			<ul style="list-style-type: none"> I understand why the government commissioned official war artists. I can ask and answer questions about different Artworks. I can express my own thoughts and opinions about different artworks. I know about the war experiences and viewpoints of the artist Paul Nash. I can discuss his artwork and my thoughts, feelings and opinions of it. I can identify and explain the features of WWI propaganda posters. I can explain their own views on the use and power of propaganda art. I can explain what dazzle camouflage was. I can explain how dazzle camouflage was intended to work.
6	Sum	Leonardo Da Vinci	<ul style="list-style-type: none"> I can explain why drawing and painting techniques are so closely linked. I can create shading, hatching and curved hatching in drawings. I can make some informed inferences as to why Leonardo da Vinci drew images of a range of topics. I can explain how some of Leonardo da Vinci's drawings may have changed people's views on topics. 	<ul style="list-style-type: none"> I can paint a portrait with contrasting colours. I can explain why drawing and painting techniques are so closely linked. I can follow instructions correctly to recreate a piece of artwork. I can interpret meaning from a painting. 		<ul style="list-style-type: none"> I can explain what topics/mediums Leonardo da Vinci worked with. I can infer what may have motivated Leonardo da Vinci and how he may have changed people's views. I can explain the type of colours and techniques Leonardo da Vinci used in his paintings. I understand what realism, perspective and composition mean. I can plan, design and evaluate my own Inventions. I can explain who Leonardo da Vinci influenced. I can articulate why people want to view historical artwork.



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Note: National Curriculum Attainment Targets for KS1

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The KS1 Programme of Study requires that pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Note: National Curriculum Attainment Targets for KS2

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key stage 2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit idea
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)
- About great artists, architects and designers in history.