



### Making skills / techniques (procedural knowledge)

| National curriculum objectives | KS1 –<br>Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.   | KS2 –<br>improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)  |  |
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|                                | Y1/2  | Y3/4  | Y5/6   |
| <p><b>Drawing</b></p>          | <ul style="list-style-type: none"> <li>To begin to explore drawing exercises</li> <li>Create drawings from observation and from imagination</li> </ul> <p><u>Lines/Shape:</u></p> <ul style="list-style-type: none"> <li>To explore a variety of drawing materials to make marks; e.g. pencil, graphite, pen, chalk, soft pastel, wax crayons, felt tips, charcoal.</li> <li>To begin to control lines/ marks with a range of media.</li> <li>To explore how to control the pressure of drawing materials</li> </ul> <p><u>Surfaces:</u></p> <ul style="list-style-type: none"> <li>Draw on different surfaces with a range of media</li> </ul> <p><u>Pattern/ Texture:</u></p> <ul style="list-style-type: none"> <li>To investigate how to show an expanding range of patterns and textures (e.g. describing, naming, rubbing, copying)</li> </ul> <p><u>Tone:</u></p> <ul style="list-style-type: none"> <li>To know how to draw lines of different sizes and thicknesses</li> <li>To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using pencil</li> </ul> | <ul style="list-style-type: none"> <li>To continue to familiarise with drawing exercises</li> <li>To draw for a sustained period of time at an age appropriate level.</li> <li>Work on a variety of scales and surfaces (e.g. smaller, larger scale drawings)</li> </ul> <p><u>Lines/Shape:</u></p> <ul style="list-style-type: none"> <li>To demonstrate growing technical skill and knowledge, developing intricate marks/ using a variety of media.</li> <li>To experiment/ know how to use different grades of pencil to create lines/ marks.</li> <li>To experiment with including increased surface detail within work</li> <li>To begin to show an awareness of objectives having a 3D dimension and perspective</li> <li>To begin to consider scale and proportion</li> <li>To show facial expressions and body language in my art (drawing with gesture)</li> </ul> <p><u>Tone:</u></p> <ul style="list-style-type: none"> <li>To create sketches; sketching lightly (no need to use a rubber).</li> <li>To experiment/ know how to use different grades of pencil to create variations in tone.</li> <li>To use shading to show light and shadow</li> </ul> <p><u>Pattern/Texture:</u></p> <ul style="list-style-type: none"> <li>To have an awareness of how pattern can be used to create texture (e.g. hatching and cross hatching)</li> </ul> | <ul style="list-style-type: none"> <li>Continue with key drawing exercises/ warm ups</li> <li>To work in a sustained and independent way (over a number of sessions) to create detailed drawings</li> <li>To developing their own style of drawing through line, tone, pattern and texture</li> <li>To use line, tone, shape and colour to represent figures and movement.</li> </ul> <p><u>Lines/Shape:</u></p> <ul style="list-style-type: none"> <li>To select appropriate media and techniques to achieve a specific outcome (greater choice)</li> <li>To develop close observation skills using a variety of viewfinders.</li> <li>To know how and when to sketch and when to render more confident line</li> </ul> <p><u>Tone:</u></p> <ul style="list-style-type: none"> <li>To use a variety of techniques to add interesting effects (e.g. reflections, shadows).</li> <li>To use shading to create mood and feeling, blending tones from light to dark smoothly.</li> </ul> <p><u>Composition/ Perspective:</u></p> <ul style="list-style-type: none"> <li>To introduce drawing with perspective and focal points; Use a single focal point and horizon lines (one point perspective)</li> <li>Begin to develop and investigate proportion in their work; foreground, background and middle ground.</li> </ul> |



Neville's Cross Primary School and Nursery - Art Progression – Y1-6

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| <p><b>Painting and mixed media</b></p> | <ul style="list-style-type: none"> <li>To explore a range of paint, brush sizes and tools; (use thick and thin brushes)</li> <li>Use different techniques to create effects - spattering, stippling, dripping, pouring etc to paint expressively.</li> </ul> <p><u>Scale/surfaces:</u></p> <ul style="list-style-type: none"> <li>Paint on different surfaces, papers</li> </ul> <p><u>Colour:</u></p> <ul style="list-style-type: none"> <li>To recognise and know the names of the primary and secondary colours.</li> <li>To mix primary colours to create all secondary colours.</li> <li>To create and be able to discuss the colour wheel.</li> <li>To share colour charts to compare variations of the same colour, describing collections of colours (finer variations).</li> <li>To discuss, recognise and use warm and cold colours.</li> <li>To mix a range of secondary colours and create tertiary colours with paint.</li> </ul> <p><u>Tone:</u></p> <ul style="list-style-type: none"> <li>To begin to add white to colours to make tints and black to colours to make tones</li> </ul> <p><u>Pattern/Textures:</u></p> <ul style="list-style-type: none"> <li>To make textures such as sand, grit, salt.</li> <li>To identify natural and man-made patterns.</li> <li>To create patterns of their own – repeating/ non repeating</li> </ul> | <ul style="list-style-type: none"> <li>To use a range of brushes/ brush strokes to create different effects in painting.</li> </ul> <p><u>Scale/surfaces:</u></p> <ul style="list-style-type: none"> <li>Paint on new surfaces, work on a range of scales (smaller, larger)</li> </ul> <p><u>Colour:</u></p> <ul style="list-style-type: none"> <li>To mix colours effectively – mix secondary and tertiary colours to paint with.</li> <li>To mix/ use watercolour paint to produce washes for backgrounds.</li> <li>To select/ experiment with creating mood with colour.</li> <li>To experiment with watercolour, exploring the intensity of colour to make shades</li> <li>To explore complementary and opposing colours (harmonious and contrasting)</li> <li>To use more specific colour language</li> </ul> <p><u>Tone:</u></p> <ul style="list-style-type: none"> <li>To experiment with making tints, tones and shades using white, grey and black.</li> <li>Learn how depth is created by varying tones or colours (e.g. in sky, landscapes)</li> <li>Explore how tone can make paintings more realistic/ more expressive, learning to manipulate light and shade for dramatic effect.</li> </ul> <p><u>Pattern/Textures:</u></p> <ul style="list-style-type: none"> <li>To create more complex patterns/textures</li> </ul> | <ul style="list-style-type: none"> <li>To develop a personal style of painting, drawing upon ideas from other artists</li> <li>To purposely control the types of marks, brushstrokes used to create a desired effort.</li> <li>To develop fine brush strokes</li> <li>To sketch lightly before painting to combine line and colour.</li> </ul> <p><u>Scale/surfaces:</u></p> <ul style="list-style-type: none"> <li>To work on a range of scale and surface</li> <li>To investigate painting on new surfaces to create an effect – e.g. canvas, stone, walls, floor.</li> </ul> <p><u>Colour:</u></p> <ul style="list-style-type: none"> <li>To create a wide colour palette based upon colours observed in the natural or built world.</li> <li>To use the qualities of watercolour and acrylic paints to create visually interesting pieces- build upon exploring intensity</li> <li>Develop ability to control colour by painting; for blending, reducing hue and improving translucency of colour.</li> <li>To use colours, brushstrokes to create atmosphere and light effects.</li> </ul> <p><u>Tone:</u></p> <ul style="list-style-type: none"> <li>To combine colours, tones and tints to enhance the mood of a piece.</li> </ul> <p><u>Patterns/Textures:</u></p> <ul style="list-style-type: none"> <li>To use brush techniques and the qualities of paint to create patterns and texture with confidence</li> </ul> |
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Neville's Cross Primary School and Nursery - Art Progression – Y1-6

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| <p>Craft – Collage</p>   | <ul style="list-style-type: none"> <li>• Develop collages, based on a simple drawing, using papers and materials</li> <li>• To use a combination of materials that are cut, torn and glued.</li> <li>• To develop tearing, cutting and layering paper to create different effects</li> <li>• To sort and arrange materials to different backgrounds (including in nature)</li> <li>• To use scissors in a controlled way, to cut with accuracy</li> <li>• To mix materials to create texture – fold, crumple, tear and overlap papers.</li> <li>• To have experience of adhesives and decide on the most effective for a given task.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop individual and group collages, working on a range of scales</li> <li>• To understand the properties of different glue and how these can be used to fix materials together.</li> <li>• To collect and select textured papers to form a collaged image.</li> <li>• To select and arrange materials for a striking effect.</li> <li>• To ensure work is precise.</li> <li>• To use coiling, overlapping, layering tessellation and mosaic.</li> <li>• To use more advanced joining techniques for embellishing.</li> </ul> | <ul style="list-style-type: none"> <li>• To independently select a range of media to produce a collaged image.</li> <li>• To add collage to a painted, printed or drawn background to enhance work.</li> <li>• To mix textures (rough and smooth, plain and patterned).</li> <li>• To combine visual and tactile qualities.</li> </ul>   |
| <p>Craft – Textiles<br/><br/>(through DT units and enrichment opportunities)</p> | <ul style="list-style-type: none"> <li>• Simple weaving; wool, paper etc</li> <li>• Identify and name different forms of textiles, fabrics</li> <li>• Dye fabrics using natural materials; using tea, red cabbage, beetroot, onion, spinach</li> <li>• Simple stitch work – how to thread a needle, stitch two pieces of fabric together.</li> <li>• To use applique techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials.</li> </ul>  | <ul style="list-style-type: none"> <li>• To experience dyeing fabric (e.g. tie dye)</li> <li>• To combine techniques - create a collage using fabric as a base or embroidery over tie die etc.</li> <li>• To make felt</li> <li>• Become confident with stitching, modify threads and fabric.</li> </ul>   | <ul style="list-style-type: none"> <li>• Design and create a textile piece independently using techniques.</li> <li>• Create detailed designs which can be developed into pieces</li> <li>• To shape and stitch materials</li> <li>• To colour fabric.</li> <li>• Create tie dye pieces combining two colours</li> <li>• Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.</li> <li>• To weave using paintings/ the natural world as a stimulus</li> </ul> |



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| <p>3D work/<br/>sculpture</p> | <ul style="list-style-type: none"> <li>• To look at/ discuss sculptures by known artists and natural objects as starting points for own work; (natural and human made)</li> <li>• To cut, form, tear, model and shape a range of materials (e.g. clay, card, wire, found and natural) to create 3D forms to make things they have designed, invented or seen</li> <li>• To include patterns and texture in 3D form.</li> <li>• To experiment with how materials can be connected together to form simple structures</li> <li>• To recreate sculptures using everyday objects/range of materials</li> <li>• To begin to form own 3D pieces using a range of media (wire, clay)</li> <li>• To investigate clay - pinching, rolling, cutting, moulding and carving adding details and textures using tools</li> <li>• To impress and apply decorative techniques to 3D model</li> <li>• To use tools and equipment safely</li> </ul> | <ul style="list-style-type: none"> <li>• Design and make forms in 3D dimensions</li> <li>• To use clay and other mouldable materials.</li> <li>• To create and combine shapes to create recognisable forms.</li> <li>• To develop confidence working with clay adding greater detail, intricate surface patterns and texture</li> <li>• To finish work using paint – (adding colour once clay is dried)</li> <li>• To investigate ways of joining/ securing clay to continue at a later date- scratch and slip</li> <li>• To create/ carve human forms showing movement (e.g. pipe cleaners, wire to show human form)</li> <li>• To work in a safe, organised way caring for equipment.</li> </ul> | <ul style="list-style-type: none"> <li>• To design and create sculpture, both small and large scale (installations)</li> <li>• To use tools to carve and add shapes, texture and pattern.</li> <li>• To combine visual and tactile qualities.</li> <li>• To show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• To make masks from different cultures and traditions, building a collage element into the sculptural process</li> <li>• To use papier mache techniques</li> <li>• To include texture that conveys feelings, expression or movement</li> <li>• To gain experience building upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)</li> </ul> |
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Neville's Cross Primary School and Nursery - Art Progression – Y1-6

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| <p><b>Printmaking</b></p>   | <ul style="list-style-type: none"> <li>To press, roll, rub and stamp to make prints using a range of hard and soft materials.</li> <li>To take rubbings from textured surfaces; e.g. leaf, coin, tree bark</li> <li>To create simple motif printing blocks using impressed printing method – Styrofoam</li> <li>To design more repetitive patterns</li> <li>To identify prints in daily life; e.g. wallpapers, newspaper, fabrics.</li> </ul> | <ul style="list-style-type: none"> <li>To design and create motifs using sketchbook to be turned into printing block images.</li> <li>To create printing blocks to use while exploring relief printing (e.g. coiled string glued to a block).</li> <li>To use layers of two or more colours; blend two colours while printing.</li> <li>To make precise repeating patterns</li> <li>To experiment with tessellation</li> <li>To investigate techniques from paper printing to work on fabrics</li> </ul> | <ul style="list-style-type: none"> <li>To explore mono-printing techniques</li> <li>To combine printing techniques within the same piece of artwork.</li> <li>To begin to overlay prints with other media</li> <li>To work into prints with a range of media – e.g. pens, colour, pens and paint.</li> <li>To understand the difference between repeat printing and mono printing</li> <li>To use marbling</li> </ul> |
| <p><b>Digital media</b></p> | <ul style="list-style-type: none"> <li>To know how to use digital media to create an image.</li> <li>To learn to take photos with digital cameras taking care to frame the shot to capture the detail they want (portrait/landscape)</li> <li>To use simple software to edit and manipulate photos using various digital tools (e.g. brushes, shape, fill tools, eraser).</li> <li>To crop an image.</li> </ul>                               | <ul style="list-style-type: none"> <li>To make art using digital means – drawing and painting programme, vector drawing or photo manipulation.</li> <li>To have experience of using a green screen to create a digital image.</li> </ul>   | <ul style="list-style-type: none"> <li>To confidently use a graphics package to create and manipulate images</li> <li>To understand that a digital image can be made up of different layers.</li> <li>To create layered images from original ideas.</li> <li>To create a photomontage using given photos from a range of sources.</li> </ul>  |