



## Morda CE (VC) Primary School Art and Design Progression of knowledge

At Morda Primary school, we believe art and design to be an essential part of the curriculum. Art allows the child to develop their imagination and creativity, to make connections through their inventive minds and gives children the skills to record their imagination and ideas. Art also encourages expression and visual thinking, which in turn helps children learn other subjects. Children can develop their observational skills through art and design, which helps children become better observers to the world around them.

Children experiment with the use of colour, texture, form, line, shape, pattern and use different materials. The children learn to improve their mastery of art and design techniques by learning specific drawing, painting, printing, and sculpture techniques. The children use technology to produce images, patterns, and decorative pieces of work. They will record their observations and ideas and use them to review and evaluate improvements. They take inspiration from nature, design and will also learn about great artists, architects, and designers in history.

Throughout the Art and Design learning at Morda Primary School, pupils will:

- Study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms.
- Evaluate and analyse creative works using the language of art, craft and design.

### **Sequence of teaching art in KS1 and KS2 at Morda Primary school:**

1. Appreciation and reflection on pieces of modern, contemporary and traditional art work
2. Exploring and practising specific techniques and allow for experimentation in sketch books. Allowing children to explore what they think art is and what it means to them.
3. Planning their Art through discussion and use of sketch books
4. Create their own high quality Art using the techniques but also having freedom and choice when applying their knowledge and using their own style. Children are able to become confident in their work and believe that they are a good artist through producing **authentic** art work.
5. Children review and improve as they are working.

### **Progression of key elements - line, texture, colour, pattern, shape and space**

These progression of key elements are highlighted throughout. Some areas may be repeated in each key stage, but built upon.

#### **EYFS**

Expressive Arts and Design  
The development of children's artistic and cultural awareness supports their imagination and creativity.  
It is important that children have regular

#### **KS1 National curriculum**

- To use a range of materials creatively to design and make products



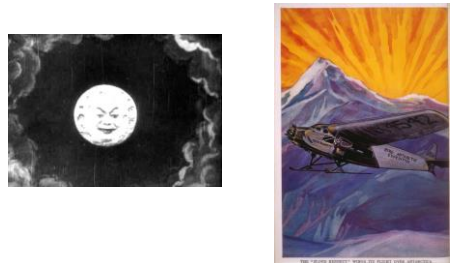

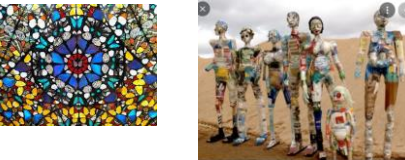

#### **KS2 National curriculum**

- To create sketch books to record their observations and use them to review and revisit ideas

opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

- 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
- Learn 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.

- 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]
- Learn about great artists, architects and designers in history.

<p><b>Key artists in EYFS and KS1</b></p>	<p><b>Traditional</b> William Morris ,Vincent Van Gough Monet, Kandinsky</p> 	<p><b>Contemporary</b> Pablo Picasso, Andy Warhol, Keith Haring, Paul Klee</p> 	<p><b>Modern</b> George Melies</p> 
<p><b>Key artists in KS2</b></p>	<p><b>Traditional</b> Turner, William Kalf</p> 	<p><b>Contemporary</b> Damien Hurst, Michelle Reader</p> 	<p><b>Modern</b> Ben Kwok David Hockney</p> 

# Planning for knowledge progression in Early Years Foundation Stage

## Early Years Foundation Stage Development Matters Statements

### EYFS Development Matters Statements Birth to Three - Specific Areas

#### Expressive Arts and Design

- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

### EYFS Development Matters Statements Three and Four-Year-Olds - Specific Areas

#### Expressive Arts and Design

- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.

### EYFS Development Matters Statements Children in Reception - Specific Areas

#### Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings



Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3 - GDS
<b>Investigating and Exploring</b>	<p>Use the senses to explore a range of materials and media.</p> <p>Use marks and pictures to express thoughts and feelings.</p> <p>Talk about the differences and similarities of the work of artists, craft makers and designers.</p>	<p>Talk about, describe and draw simple images and artefacts.</p> <p>Use simple drawings and sketches to record ideas, thoughts and feelings.</p> <p>Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers, from different cultures and historical periods.</p>	<p>Make drawings in a sketchbook of artefacts and images adding notes where appropriate.</p> <p>Explore and respond to direct sensory experiences, memory and imagination.</p> <p>Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers, from different cultures and historical periods, make links with own work.</p>	<p>Make a range of drawings in a sketchbook to record observations in detail, adding notes where appropriate.</p> <p>Explore and respond to direct sensory experiences, and to memory and imagination, natural and made environments.</p> <p>Develop some understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.</p>	<p>Make drawings in a sketchbook and record observations of a range of artefacts and images studied annotating work and commenting on distinctive features.</p> <p>Collect, examine, select and use resource materials to inform thinking and contribute to the development of ideas.</p> <p>Show an understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.</p>	<p>Use a wide range of visual techniques and secondary sources of information to support the development of projects.</p> <p>Annotate ideas and images collected including visits to museums and galleries, explain how they will inform own ideas.</p> <p>Identify how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas, and how they will use this in their own work.</p>	<p>Use and combine the visual elements (colour, tone, line, shape, form, texture, pattern) to record observations and to express and communicate ideas and feelings.</p> <p>Make informed and critical comments about own and other peoples' work. Show critical appreciation of the work of local, national and international artists, designers and craft workers from different cultures and historical periods.</p>
<b>Drawing</b>	<p>Use the senses to explore a range of mark-making media, e.g. pencils, chalk, charcoal etc.</p> <p>Make marks using a wide range of media, e.g. pencils, chalk, charcoal, etc.</p>	<p>Talk about a range of mark-making media, e.g. pencils, chalk, charcoal etc.</p> <p>Use marks and pictures to describe thoughts and feelings.</p> <p>Make a range of marks using a wide range of tools.</p>	<p>Talk about the drawing tools and techniques used to share ideas.</p> <p>Use a wide range of different lines, e.g. thin, bold, faint, wavy, broken etc.</p> <p>Create simple drawings based on things observed in order to create designs.</p> <p>Use a viewfinder to select and record shapes and images.</p>	<p>Talk about the visual and tactile qualities of drawing and painting media.</p> <p>Begin to explore perspective by overlapping lines and shapes, and by blurring the edges of distant shapes.</p> <p>Use line drawings to show the size and relationship of shapes.</p>	<p>Use an increasing range of visual and tactile techniques for example lines and marks e.g. direct, meandering, accidental and intentional.</p> <p>Make images appear further away by making them smaller and making parallel lines appear to converge as they get further away from the viewer.</p>	<p>Apply appropriate visual and tactile techniques to suit the intended purpose, Including the use of computer packages.</p> <p>Use a framing device to isolate areas of images including the foreground, background and focal point.</p> <p>Use a wide range of techniques to create a range of effects.</p> <p>Create a composition showing a moving figure.</p>	<p>Use and combine a variety of drawing and graphic materials, tools and processes, working on a range of scales, e.g. pens, pencils, charcoal, pastels, inks, computer packages.</p> <p>Use simple photographic techniques for recording and creating work.</p>

				<p>Use a viewfinder to isolate and record parts of an image.</p> <p>Draw the outline of a simple figure.</p>	<p>Make a range of small studies in a sketchbook using a viewfinder to select parts of an arrangement, composition or landscape.</p> <p>Create a composition showing more than one figure.</p>		<p>Combine a range of effects to support multi-media projects.</p> <p>Create a composition showing moving figures.</p>
<b>Painting</b>	<p>Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder finger paints, etc.</p> <p>Use everyday objects to make marks in paint, e.g. cotton reels, sticks, wheels on cars, etc.</p> <p>Explore what happens when colours are mixed together.</p>	<p>Talk about a range of painting materials, e.g. ready mix, powder, poster, water colours, etc.</p> <p>Use a wide range of tools to make marks, e.g. brushes, rollers, palette knife, etc.</p> <p>Use different kinds of paint to make marks, shapes and patterns.</p> <p>Talk about what happens when colours are mixed together.</p>	<p>Use an increasing range of paints to create different textures.</p> <p>Use an increasing range of painting tools and simple techniques.</p> <p>Identify the primary colours needed to mix all secondary colours.</p> <p>Experiment with the production of light and dark shades of colour.</p>	<p>Use a range of tools to apply paint, and create pattern.</p> <p>Combine paint and other materials effectively to create detail and texture.</p> <p>Mix shades of primary and secondary colours.</p> <p>Identify complementary colours.</p>	<p>Mix paint and other materials to create detailed patterns and textures.</p> <p>Use a wide range of painting techniques to create different effects.</p> <p>Use knowledge of colour families to create contrast.</p> <p>Create light and dark tones.</p>	<p>Select and apply a wide range of appropriate painting techniques, giving reasons for choices.</p> <p>Use paint to represent objects in different ways, e.g. to show light that comes from more than one source, etc.</p> <p>Use a range of brushstrokes to indicate changes in shape and form.</p>	<p>Use and combine a variety of painting and graphic materials, tools and processes, working on a range of scales, e.g. brushes, inks, paints, computer packages.</p>
<b>3D Modelling</b>	<p>Use the senses to explore a range of modelling materials, e.g. salt dough, play dough, junk modelling materials, etc.</p> <p>Use everyday objects to make marks in modelling materials e.g. cotton reels,</p>	<p>Talk about a range of modelling materials, e.g. salt dough, play dough, junk modelling materials, etc.</p> <p>Explore the use of a range of modelling materials.</p> <p>Use a range of tools to create marks and patterns.</p>	<p>Talk about and explore a range of modelling materials.</p> <p>Shape and join clay to make a thumb pot using slip and impress prints.</p> <p>Recreate prints and patterns based on the surface of natural and man-made objects.</p>	<p>Create a 3D model using a range of modelling materials.</p> <p>Roll and shape clay to produce a coil pot and relief tiles.</p> <p>Recreate detailed prints and patterns based on the surface of natural and man-made objects.</p>	<p>Create free-standing 3D models using different materials.</p> <p>Shape and form clay to produce a slab pot or container based on a basic 3D shape.</p> <p>Mix and combine a range of different</p>	<p>Create increasingly complex 3D forms using a wide range of materials.</p> <p>Use a wide range of techniques to join, combine and shape clay.</p> <p>Apply a range of techniques to the surface of clay, e.g. spraying, stippling and sponging, etc.</p>	<p>Use a variety of natural and man-made materials to create reliefs and sculptures, constructing and modelling with wood, plastics, wire and clay, etc.</p> <p>Manipulate and decorate clay using a variety of techniques,</p>

	sticks, wheels on cars, etc.		Use tools to create linear patterns.	Use tools to create sliding patterns.	materials and tools to create surface texture and impressions.  Create effective relief and radiating patterns.	Mix and combine a range of materials to create effective 3D models and collage.	e.g. coiling, modelling, carving, impressing, use of glazes, etc.
<b>Printing</b>	Use the senses to explore a range of printing materials and tools, e.g. found objects, potato prints, etc.  Use everyday objects to make marks. e.g. cotton reels, sticks, wheels on cars, etc.	Talk about a range of printing materials and tools, e.g. found objects, potato prints, etc.  Use an increasing range of everyday objects to create marks and patterns.  Use string to create symmetrical string pulled pictures.	Talk about and recreate patterns in the environment.  Make prints and patterns using everyday natural and man-made objects.  Cut a simple shape into card to create a stencil.  Use string and glue to make a simple printing block.	Compare and recreate shapes and patterns in nature and the environment.  Talk about the ways in which patterns are made, e.g. overlapping of shapes, repeats, etc.  Make prints based on surfaces taken from the environment.  Make a simple paper stencil.  Make a simple printing block.	Create and use shapes and patterns in nature, the environment and different cultures and times.  Talk about geometric, symmetrical and asymmetrical patterns.  Create surface texture using rollers, sponges, engraving and by printing from an inked surface.  Make a two-part paper stencil.  Make a two-colour block print.	Use and incorporate shapes and patterns in nature, the environment and different cultures and times.  Talk about and evaluate a wide range of complex patterns, e.g. the work of Escher.  Create complex surface textures by mixing and combining techniques.  Make a multi-layered stencil.  Make a multi-coloured block print.	Use a variety of printing techniques and methods, e.g. mono/block printing techniques and various screen printing methods.

<p><b>Textiles</b></p>	<p>Use the senses to explore a range of textiles and materials e.g. wool, cotton, felt, etc.</p> <p>Use a range of every day fabrics and materials to create pictures.</p>	<p>Talk about a range of textiles and materials e.g. plain patterned, textured, etc.</p> <p>Plan and create multi-media pictures and collages.</p> <p>Use a range of materials to create large-scale models, weavings and collage.</p> <p>Create simple symmetrical patterns.</p> <p>Use a bobbin to create a simple wool chain.</p>	<p>Use and talk about natural and man-made materials.</p> <p>Draw a simple picture to represent a plan.</p> <p>Use a range of materials to create pictures and collage.</p> <p>Create a simple repeating pattern, e.g. over, under, over, under.</p> <p>Use a card loom.</p>	<p>Apply one material to the surface of another a material (appliqué).</p> <p>Create a simple design and transfer the main shapes to a paper pattern.</p> <p>Use running stitch.</p> <p>Talk about the work of important crafts and design people.</p> <p>Make a simple loom and use different materials to produce a range of weft threads.</p>	<p>Use an increasing range of decorative techniques, e.g. fabric paints and dye, folds, pleats, beads, etc.</p> <p>Create a simple paper pattern including a seam allowance.</p> <p>Use overstitch and cross stitch.</p> <p>Talk about and recreate the techniques of important crafts and design people throughout history.</p> <p>Create a range of weft patterns on a range of different sized looms.</p>	<p>Use quilting, wire, padding and appliqué to support 3D projects.</p> <p>Create a simple paper pattern including accurate measurements.</p> <p>Use blanket stitch, herringbone and embroidery.</p> <p>Recreate and use the techniques of important crafts people throughout history.</p> <p>Create and use a wide range of materials, techniques and patterns to create a large-scale weaving project.</p>	<p>Work with textiles using a variety of materials, tools and techniques, e.g. painting, dyeing, weaving, felting, stitching, quilting, applique and collage.</p>
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