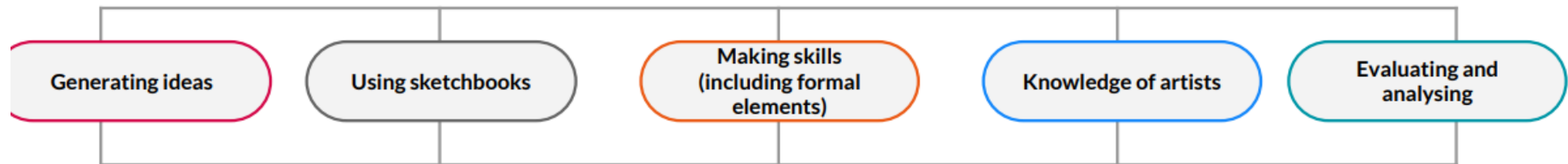


Art – Progression Document (2024- 2025)

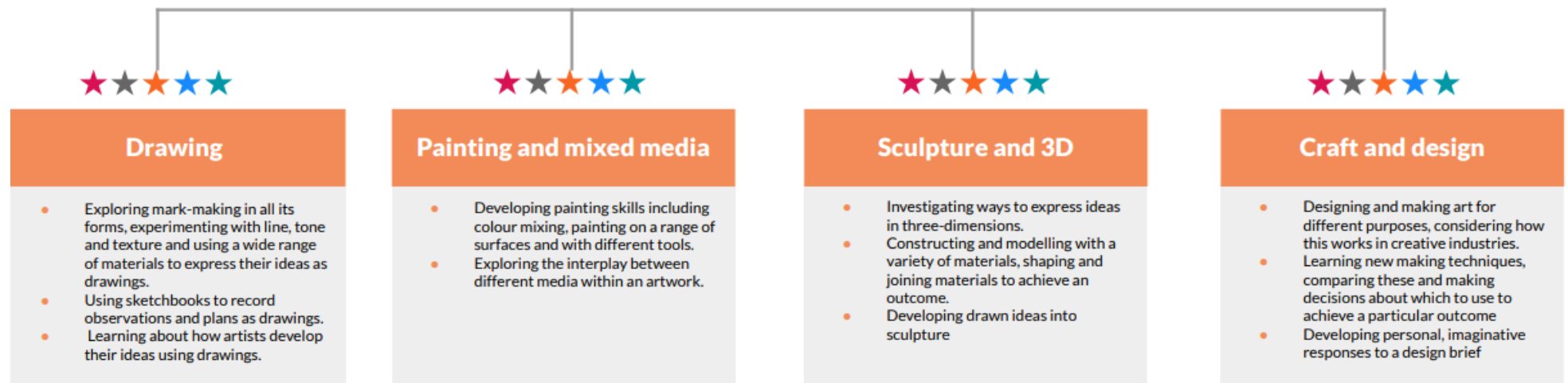
How is the revised Art and design scheme of work organised?

Please see the [Art and design: Long-term plan—mixed-age](#) for more information about the scheme.

National curriculum aims for Art and design



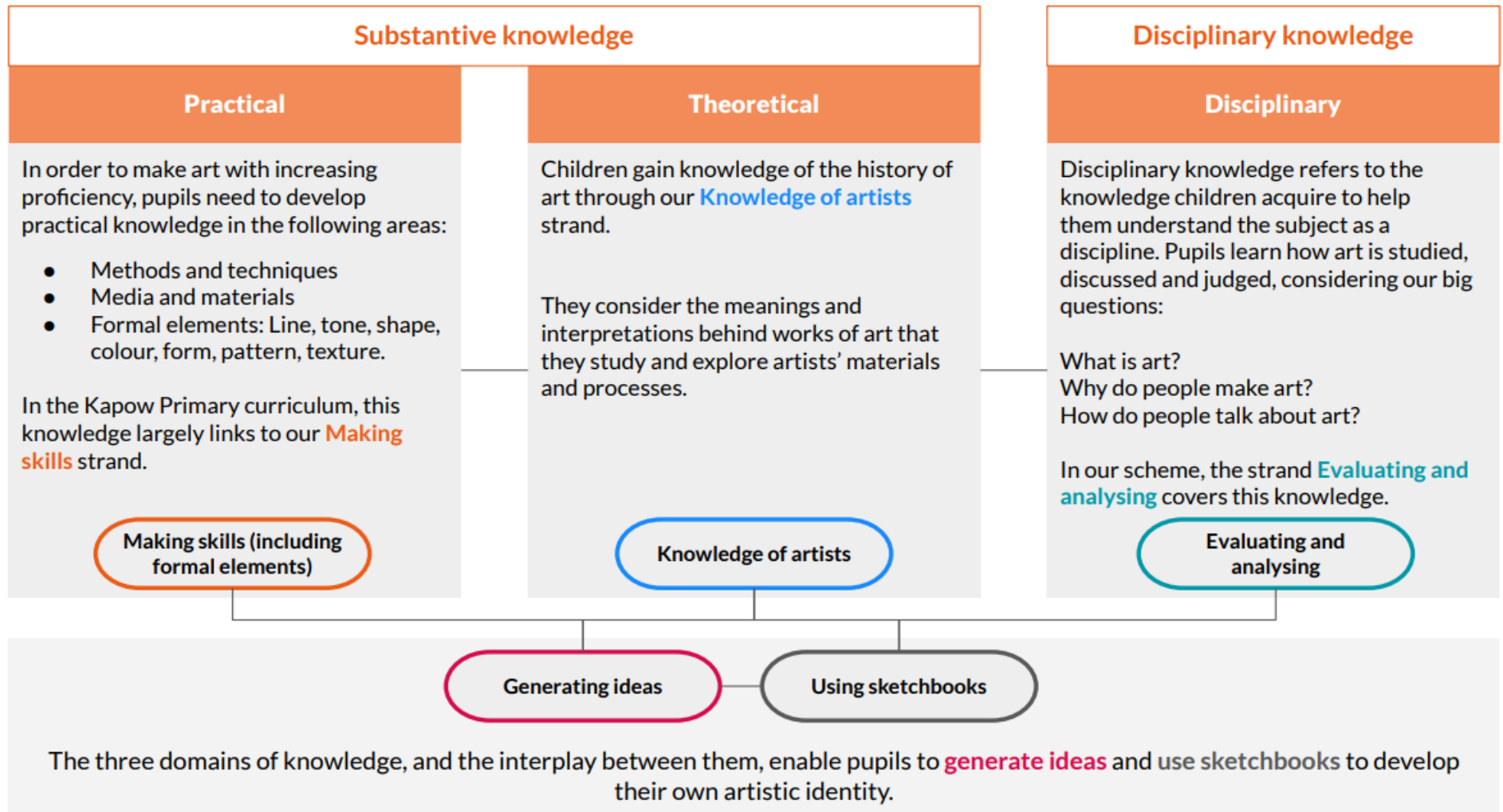
Kapow Primary revised scheme of work



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Types of knowledge in Art and design

The [Ofsted research review series: Art and design](#), states that ‘pupils make progress in the art curriculum when they build practical, theoretical and disciplinary knowledge and learn the connections between them.’ This page aims to show how the Kapow curriculum and our strands achieve this.



Art – Progression Document (2024- 2025)

EYFS

Art Elements - Drawing, Painting, rubbings and clay art	Progression
Autumn Term – Self-Portraits, shape painting	<p>Explores what happens when they mix colours. Selects appropriate resources and adapts work where necessary. Create simple representations of events, people and objects. Chooses particular colours to use for a purpose. Plays alongside other children who are engaged in the same theme.</p> <p>They use and explore a variety of materials, experimenting with colour, design, texture, shape and form. They represent their own ideas, thoughts and feelings through art and design.</p>
Spring Term - Landscape art, sunflower art	<p>Experiments to create different textures. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources</p>
Summer Term – mosaics, 3D clay art	<p>Understands that different media can be combined to create new effects. Selects tools and techniques needed to shape, assemble and join materials they are using Uses simple tools and techniques competently and appropriately. They explore and differentiate between colours, begin to describe the texture of things, and create 3D structures.</p>

Art – Progression Document (2024- 2025)

KS1

Art Elements - Drawing, Sculpture and 3D Art	Progression
<p>Autumn 1 - Make your mark</p>	<p>Children will learn that a continuous line drawing is drawing with one unbroken line. Properties of drawing materials eg. Which one’s smudge, which ones can be erased, which ones can blend.</p> <ul style="list-style-type: none"> • Hold and use drawing tools in different ways to create different lines and marks. • Create marks by responding to different stimulus such as music. • Overlap shapes to create new ones. • Use mark- making • Look carefully to make an observational drawing. <p>Children will develop increasing control when using a wide range of tools to draw, paint and create crafts and sculptures. Children are given opportunities to make choices about which materials and techniques to use to create an effect. KS1 will develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, line, shape) in their work.</p>
<p>Spring 1 – Paper Play</p>	<p>Children will be able to roll and fold paper. Cut shapes from paper and card. Cut and glue paper to make 3D structures. Decide the best way to glue something. Create a variety of shapes in paper eg. Spiral, zig-zag Make larger structures out of newspaper rolls. Children will develop increasing control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.</p>
<p>Summer 1 – Clay Houses</p>	<p>Smooth and flatten clay Roll clay in a cylinder or ball shape. Make different surfaces with clay. Make a clay sculpture Use hands in different ways as a tool to manipulate clay. This will develop children’s control when using a wide range of tools to draw, paint and create crafts and sculptures. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p>

Art – Progression Document (2024- 2025)

Lower KS2

Drawing, Printing, Abstract Art	Progression
Autumn 1- Growing Artists	Use shapes identified within in objects as a method to draw. Create tone by shading. Achieve even tones when shading. Make texture rubbings. Hold and use a pencil to shade. Use paper shapes to create a drawing. Use drawing tools to take a rubbing. Make careful observations to accurately draw an object. Use hands and tools along with increasingly complex techniques to shape and join materials, such as carving and modelling wire. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.
Spring 1- Power Prints	Use pencils of different grades to shade and add tone. Hold a pencil with varying pressure to create different marks. Use observation and sketch objects quickly. Draw objects in proportion to each other. Use charcoal and a rubber to draw tone. Use scissors and paper as a method to 'draw'. Make choices about arranging cut elements to create a composition. Use different tools to scratch into a painted surface to add contrast and pattern. Choose a section of a drawing to recreate as a print.
Summer 1 – Abstract Art	Join 2D shapes to make a 3D form. Join larger pieces of materials, exploring what gives 3D shapes stability. Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. Plan a sculpture by drawing. Choose materials to scale up an idea. Create different joins in card eg. slot, tabs, wrapping. Add surface detail to a sculpture using colour or texture.

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Upper KS2

Art Elements - Drawing, Painting, Mixed Media, Sculpture and 3D art.	Progression
Autumn 1 – I need space	<p>Analyse an image that considers impact, audience and purpose.</p> <p>Draw the same image in different ways with different materials and techniques.</p> <p>Make a collagraph print and plate.</p> <p>Develop drawn ideas for a print.</p> <p>Combine techniques to create a final composition.</p> <p>Decide what materials and tools to use based on experience and knowledge.</p>
Spring 1 – Portraits	<p>Develop a drawing into a painting.</p> <p>Create a drawing using text as lines and tone.</p> <p>Experiment with materials and create different backgrounds to draw onto. Use a photograph as a starting point for a mixed-media artwork.</p> <p>Take an interesting portrait photograph, exploring different angles.</p> <p>Adapt an image to create a new one.</p> <p>Combine materials to create an effect.</p> <p>Develop a final composition from sketchbook ideas.</p> <p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects.</p>
Summer 1 – Making memories	<p>Translate a 2D image into a 3D form.</p> <p>Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</p> <p>Make a cardboard relief sculpture.</p> <p>Make visual notes to generate ideas for a final piece.</p> <p>Translate ideas into sculptural forms.</p> <p>personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>

Art – Progression Document (2024- 2025)

Progression of knowledge

KS1 - Making skills (including formal elements)

	EYFS: Reception	Year 1/2
Pupils know:		
Colour	<p>The names of a wide range of colours.</p> <p>Colours can be mixed to make new colours.</p>	<p>That the primary colours are red, yellow and blue.</p> <p>Primary colours can be mixed to make secondary colours.</p> <p>Different amounts of paint and water can be used to mix hues of secondary colours (<i>statement also included under 'Tone'</i>).</p> <p>Colours can be mixed to 'match' real life objects or to create things from your imagination.</p>
Form	<p>Modelling materials can be shaped using hands or tools.</p>	<p>Paper can change from 2D to 3D by folding, rolling and scrunching it.</p> <p>That three dimensional art is called sculpture.</p> <p>That 'composition' means how things are arranged on the page.</p> <p>Pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>A clay surface can be decorated by pressing into it or by joining pieces on.</p>
Shape	<p>The names of simple shapes in art.</p>	<p>A range of 2D shapes and confidently draw these.</p> <p>Paper can be shaped by cutting and folding it.</p> <p>Collage materials can be shaped to represent shapes in an image.</p> <p>Shapes can be organic (natural) and irregular.</p> <p>Patterns can be made using shapes.</p>
Line	<p>Lines can be curved or straight and described in simple terms such as: wiggly, 'straight', 'round'.</p>	<p>Drawing tools can be used in a variety of ways to create different lines.</p> <p>Lines can represent movement in drawings.</p> <p>Lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>

Art – Progression Document (2024- 2025)

Progression of knowledge

KS1 - Making skills (including formal elements)

EYFS: Reception

Year 1/2

Pupils know:

Pattern

When they have made a pattern with objects/colours/drawn marks and be able to describe it.

That a pattern is a design in which shapes, colours or lines are repeated.
 Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.
 Patterns can be used to add detail to an artwork.

Texture

Simple terms to describe what something feels like (eg. bumpy).

That texture means 'what something feels like'.
 Different marks can be used to represent the textures of objects.
 Different drawing tools make different marks.
 Collage materials can be chosen to represent real-life textures.
 Collage materials can be overlapped and overlaid to add texture.
 Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.
 Painting tools can create varied textures in paint.

Tone

There are different shades of the same colour and identify colours as 'light' or 'dark'.

That there are many different shades (or 'hues') of the same colour.
 Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.
 Different amounts of paint and water can be used to mix hues of secondary colours (*statement also included under 'Colour'*).

Art – Progression Document (2024- 2025)

Progression of knowledge

KS2 - Making skills (including formal elements)

	Year 3/4	Year 5/6
Pupils know:		
Colour	<p>Using light and dark colours next to each other creates contrast.</p> <p>Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p>Adding black to a colour creates a shade.</p> <p>Adding white to a colour creates a tint.</p>	<p>Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p>A 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>
Form	<p>Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Organic forms can be abstract.</p> <p>Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Simple 3D forms can be made by creating layers, by folding and rolling materials.</p>	<p>An art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>The size and scale of three-dimensional artwork changes the effect of the piece.</p> <p>The surface textures created by different materials can help suggest form in two-dimensional art work.</p>
Shape	<p>Negative shapes show the space around and between objects.</p> <p>Artists can focus on shapes when making abstract art.</p> <p>How to use basic shapes to form more complex shapes and patterns.</p>	<p>Shapes can be used to place the key elements in a composition.</p> <p>How an understanding of shape and space can support creating effective composition.</p>
Line	<p>Using different tools or using the same tool in different ways can create different types of lines.</p> <p>Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>	<p>Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p> <p>How line is used beyond drawing and can be applied to other art forms.</p>

Art – Progression Document (2024- 2025)

Progression of knowledge

KS2 - Making skills (including formal elements)

	Year 3/4	Year 5/6
Pupils know:		
Pattern	<p>Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>Surface rubbings can be used to add or make patterns.</p> <p>Patterns can be irregular, and change in ways you wouldn't expect.</p> <p>The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	<p>Artists create pattern to add expressive detail to art works (for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.)</p> <p>Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>
Texture	<p>Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>How to create texture on different materials.</p> <p>Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>
Tone	<p>That 'tone' in art means 'light and dark'.</p> <p>Shading helps make drawn objects look realistic.</p> <p>Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p>That using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Tone can be used to create contrast in an artwork.</p>	<p>Tone can help show the foreground and background in an artwork.</p> <p>That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>