

Art, Craft and Design Progression Planner

For a child to be able to develop their artistic skills, they need to be given the freedom to explore ideas, express themselves creatively and develop a range of techniques. They must have the opportunity to explore their ideas and to feel empowered in making mistakes and developing their ideas further.

Pupils in Key Stage One should investigate, explore and start to develop their understanding and control of simple techniques as they begin to look at and talk about the work of artists, craftspeople, architects, film makers and designers in local, as well as a variety of different national, cultural and industrial contexts.

Through a variety of creative, discursive and practical activities, pupils should be taught: the knowledge, understanding and skills needed to engage with and participate in a process of self-expression and personal response to develop a basic level of understanding and technical skill in the key processes of drawing and mark making, colour mixing and painting, forming, assembling/constructing and modelling, printing and pattern making, cutting, tearing, sticking and collaging.

Key Stage One	NC Objectives Explore	Skills Discover	Vocabulary	Resources/Other
Year 1	<ul style="list-style-type: none"> 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 	<p>Drawing/Mark Making</p> <ul style="list-style-type: none"> Uses line to represent objects seen, remembered or imagined Explores tone using different grades of pencil, pastel and chalk Uses line and tone to represent things seen, remembered or observed <p>Painting /Colour Mixing</p>	<p>Line draw mark Straight curved thin thick hard soft light dark tone copy the same imagine</p> <p>Paint mark brush</p>	<p>Drawing: Pencil Pastel Chalk Wax crayon Drawing (Cartridge) Paper</p> <p>Painting: Mark Making tools</p>

	<ul style="list-style-type: none"> about the work of a range of artists, craft makers, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> Creates pattern using different tools and colours Uses colour and marks to express mood Represents things observed, remembered or imagined, using colour/tools Introduces different types of brushes for specific purposes Explores the effect on paint of adding water, glue, sand, sawdust (Seaside Paintings) <p>Sculpture (assembling/constructing and modelling)</p> <ul style="list-style-type: none"> Compares and recreates form and shape to natural and made environments Creates texture using rigid and plastic materials and a variety of tools Uses stimuli to create simple 2D and 3D images using a variety of tools and materials Recreates 2D images in a 3D piece (eg the houses of the three little pigs) <p>Print Making</p> <ul style="list-style-type: none"> Extends repeating patterns - overlapping, using two contrasting colours etc. 	<p>colour mix paint stroke direction mix thin thick (brush/line) thick thin (paint) add smooth rough texture</p> <p>Build make join fix glue cut measure shape fasten taller shorter longer wider cut shape flat part(s) piece(s) idea create</p> <p>the same different copy on top layered</p>	<p>Brushes (Varying thicknesses) Mixing trays/pallets Ready mixed paint Tempera Block Paints Cartridge paper Colour wheel</p> <p>Sculpture: Junk modelling materials (boxes, tubes, packets) Art straws Corrugated cardboard Scissors Masking tape PVA Modelling Material (Salt dough/Plastercine/Clay)</p> <p>Print Making Paint Printing trays Sponges</p>
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		<ul style="list-style-type: none"> • Explores and recreates patterns and textures with an extended range of materials - e.g. sponges, leaves, fruit (Space) <p>Collage</p> <ul style="list-style-type: none"> • Has experience of adhesives and decides on the most effective for a given task • Develops skills of overlapping and overlaying • Develops awareness of contrasts in texture and colour <p>Textiles</p> <ul style="list-style-type: none"> • Weaves paper, progressing from one to two colours (Mother's Day?) • Able to discriminate between materials (Toys) 	<p>repeat different shape texture design pattern make</p> <p>Glue stick layer attach the same different opposite texture</p> <p>Fabric Material weave over/under soft smooth rough shiny fluffy</p>	<p>Natural and manmade objects such as leaves, fruit, cotton reels, string, toy wheels, blocks etc. Paper/fabric/card Colour Wheel</p> <p>Collage Paper Fabric Cardboard (of various thicknesses, textures and grades) Glue (PVA/Pritt stick etc.) Thread</p> <p>Textiles Fabric Card looms Wool/Threads/Ribbon Paper Textured Materials (Wool, silk, hessian, cotton, fleece)</p>
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<p>Year 2</p>		<p>Drawing/Mark Making</p> <ul style="list-style-type: none"> • Uses line to represent objects seen, remembered or imagined • Explores tone using different grades of pencil, pastel and chalk • Uses line and tone to represent things seen, remembered or observed <p>Painting /Colour Mixing</p> <ul style="list-style-type: none"> • Creates pattern using different tools and colours • Uses colour and marks to express mood • Represents things observed, remembered or imagined, using colour/tools • Explores the effect on paint of adding water, glue, sand, sawdust (Great Fire of London Buildings) <p>Sculpture (assembling/constructing and modelling)</p> <ul style="list-style-type: none"> • Compares and recreates form and shape to natural and made environments • Creates texture using rigid and plastic materials and a variety of tools • Uses stimuli to create simple 2D and 3D images using a variety of tools and materials • Recreates 2D images in a 3D piece (eg the houses of the three little pigs) (Fire Engines) 	<p>Copy draw imagine change the same different thin thick lighter darker</p> <p>Paint mark brush colour mix paint stroke direction mix thin thick (brush/line) thick thin (paint) add smooth rough texture</p> <p>Build make join fix glue cut measure shape fasten taller shorter longer wider</p>	<p>Drawing: Pencil Pastel Chalk Wax crayon Drawing (Cartridge) Paper</p> <p>Painting: Mark Making tools Brushes (Varying thicknesses) Mixing trays/pallets Ready mixed paint Tempera Block Paints Cartridge paper Colour wheel</p> <p>Sculpture: Junk modelling materials (boxes, tubes, packets) Art straws Corrugated cardboard Scissors Masking tape PVA Modelling Material (Salt dough/Plastercine/Clay)</p>
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		<p>Print Making</p> <ul style="list-style-type: none"> • Extends repeating patterns - overlapping, using two contrasting colours etc. • Explores and recreates patterns and textures with an extended range of materials - e.g. sponges, leaves, fruit <p>Collage</p> <ul style="list-style-type: none"> • Engages in more complex activities, e.g. cutting and sewing a variety of materials • Has experience of adhesives and decides on the most effective for a given task • Develops skills of overlapping and overlaying • Develops awareness of contrasts in texture and colour • Alters images through collage, jigsaws, positive and negative shapes (Growing –Fruit and Veg Collage Giuseppe Arcimboldo) <p>Textiles</p> <ul style="list-style-type: none"> • Sorts, collects, discusses and pulls apart cloths and threads (Puppets) • Stitches and cuts threads and fibres 	<p>strong flexible cut shape flat part(s) piece(s) idea create plan</p> <p>the same different copy on top layered repeat different shape texture design pattern make</p> <p>Glue stick layer attach the same different opposite texture</p> <p>Fabric Material weave over/under</p>	<p>Print Making Paint Printing trays Sponges Natural and manmade objects such as leaves, fruit, cotton reels, string, toy wheels, blocks etc. Paper/fabric/card Colour Wheel</p> <p>Collage Paper Fabric Cardboard (of various thicknesses, textures and grades) Glue (PVA/Pritt stick etc.) Thread</p> <p>Textiles Fabric Card looms Wool/Threads/Ribbon</p>
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		<ul style="list-style-type: none"> Simple weaving with strong wool through a stiff card loom (Alice in Wonderland) 	soft smooth rough shiny fluffy cut stitch attach thread knot tie pull	Paper Textured Materials (Wool, silk, hessian, cotton, fleece) Needles
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Pupils in Key Stage Two 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 learn how to further develop their understanding and control of more varied techniques as they improve their skilful handling of a range of two and three dimensional media and digital media through approaches that include investigation, experimentation and exploration. They will develop skills, knowledge and understanding in more diverse art, craft and design contexts, including other cultures and times, as well as local, contemporary and industrial/applied contexts. To develop this knowledge and understanding, they will look at, talk about, critique and creatively respond to the work of artists, craftspeople, film and media makers, architects and different forms of designers; becoming increasingly aware of the broad diversity of creative practice across the visual arts.

Lower Key Stage Two	NC Objectives	Skills	Vocabulary	Resources/Other
Year 3	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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. 	Drawing <ul style="list-style-type: none"> Explores shading, using different media Draws familiar things from different viewpoints Uses line, tone and shade to represent things seen, remembered or imagined Painting	Draw make sketch the same different closer far away zoom above below angle direction line shape shade light(er) dark(er) tone Lighter darker	Drawing Sketch book Various Papers Drawing Pencil charcoal chalk pastels wax crayon ink pens rubbers (biro/ballpoint) Viewers magnifying glasses Clipboards Painting:

		<ul style="list-style-type: none"> • Introduces primary and secondary colours with the addition of black and white and other hues • Creates different effects by using a variety of tools and techniques such as dots, scratches and splashes • Uses different methods, colour and a variety of tools and techniques to express mood <p>Sculpture</p> <ul style="list-style-type: none"> • Shows an awareness of texture, form and shape by recreating an image in 3D form • Begins to look at colour and pattern in 3D structures, transferring the knowledge to their own work • Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour 	<p>shade tone tint Primary colour secondary colour mark flick splatter scratch spread thick thin wet dry mix change blend</p> <p>Build make join fix glue cut measure shape fasten taller shorter longer wider strong flexible cut shape flat part(s) piece(s) idea create plan pattern</p>	<p>Mark Making tools (combs, tooth brushes, lolly pop sticks) Brushes (Varying thicknesses) Mixing trays/pallets Ready mixed paint Tempera Block Paints Cartridge paper Colour wheel Clothes (rags) Sponges Masking tape</p> <p>Sculpture: Junk modelling materials (boxes, tubes, packets) Art straws Corrugated cardboard Scissors Masking tape PVA Modelling Material (Salt dough/Plastercine/Clay) Tin foil newspaper</p>
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		<p>Collage</p> <ul style="list-style-type: none"> • Experiments with creating mood, feeling, movement and areas of interest • Interprets stories, music, poems and other stimuli • Uses the natural environment or townscapes as a stimulus • Selects and uses materials to achieve a specific outcome <p>Printing</p> <ul style="list-style-type: none"> • Explores images through mono-printing on a variety of papers • Explores images and recreates texture using wallpaper, string, polystyrene etc. • Explores colour mixing through printing, using two colours and a variety of materials • Uses printing to represent the natural environment • Compares own image and pattern making with that of well-known artists (William Morris) • Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper) • Recreates images through relief printing using card <p>Textiles</p> <ul style="list-style-type: none"> • Prints on fabrics • Simple stitching - uses a long needle to make straight stitches 	<p>Glue stick layer attach the same different opposite texture landscape view mood feeling detail tear rip cut shape</p> <p>the same different copy on top layered repeat different shape texture design pattern make mix relief raised</p> <p>Print stich thread weave knot make join weave join</p>	<p>Collage Paper Fabric Cardboard (of various thicknesses, textures and grades) Glue (PVA/Pritt stick etc.) Thread Fabric/material</p> <p>Print Making Paint Printing trays Sponges Natural and manmade objects such as leaves, fruit, cotton reels, string, toy wheels, blocks etc. Paper/fabric/card Colour Wheel rollers Glue spreaders Newspaper/magazines washing up liquid wallpaper (textured) string polystyrene (press print)</p> <p>Textiles (Also see Printing) Fabric Card looms Wool/Threads/Ribbon</p>
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		<ul style="list-style-type: none"> • Uses contrasting colours in stitching and weaving • Dyes fabrics using tie-dye, batik etc • Develops an awareness of the natural environment through colour matching 	dye change resist colour matching contrast	Paper Textured Materials (Wool, silk, hessian, cotton, fleece) Needles Batik wax/die Brusho Colour wheel
Year 4		Drawing <ul style="list-style-type: none"> • Explores shading, using different media • Draws familiar things from different viewpoints • Uses line, tone and shade to represent things seen, remembered or imagined Painting <ul style="list-style-type: none"> • Introduces primary and secondary colours with the addition of black and white and other hues • Investigates symbols, shapes, form and composition 	Draw make sketch the same different closer far away zoom above below angle direction line shape shade light(er) dark(er) tone Lighter darker shade tone tint Primary colour secondary colour mark flick splatter scratch spread thick thin	Drawing Sketch book Various Papers Drawing Pencil charcoal chalk pastels wax crayon ink pens rubbers (biro/ballpoint) Viewers magnifying glasses Clipboards Painting: Mark Making tools (combs, tooth brushes, lolly pop sticks) Brushes (Varying thicknesses) Mixing trays/pallets Ready mixed paint Tempera Block Paints Cartridge paper Colour wheel Clothes (rags) Sponges Masking tape

		<p>Sculpture</p> <ul style="list-style-type: none"> Shows an awareness of texture, form and shape by recreating an image in 3D form Begins to look at colour and pattern in 3D structures, transferring the knowledge to their own work Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour <p>Collage</p> <ul style="list-style-type: none"> Uses the natural environment or townscapes as a stimulus Selects and uses materials to achieve a specific outcome 	<p>wet dry mix change blend arrange position order</p> <p>Build make join fix glue cut measure shape fasten taller shorter longer wider strong flexible cut shape flat part(s) piece(s) idea create plan pattern</p> <p>Glue stick layer attach the same different opposite texture landscape view mood feeling</p>	<p>Sculpture: Junk modelling materials (boxes, tubes, packets) Art straws Corrugated cardboard Scissors Masking tape PVA Modelling Material (Salt dough/Plastercine/Clay) Tin foil newspaper</p> <p>Collage Paper Fabric Cardboard (of various thicknesses, textures and grades) Glue (PVA/Pritt stick etc.) Thread Material/fabric</p>
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		<p>Printing</p> <ul style="list-style-type: none"> • Explores images through mono-printing on a variety of papers • Explores images and recreates texture using wallpaper, string, polystyrene etc. • Explores colour mixing through printing, using two colours and a variety of materials • Uses printing to represent the natural environment • Compares own image and pattern making with that of well-known artists (William Morris) • Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper) • Recreates images through relief printing using card <p>Textiles</p> <ul style="list-style-type: none"> • Prints on fabrics • Simple stitching - uses a long needle to make straight stitches • Uses contrasting colours in stitching and weaving • Dyes fabrics using tie-dye, batik etc • Develops an awareness of the natural environment through colour matching 	<p>detail tear rip cut shape</p> <p>the same different copy on top layered repeat different shape texture design pattern make mix relief</p> <p>Print stitch thread weave knot make join weave join dye change resist colour matching contrast</p>	<p>Print Making Paint Printing trays Sponges Natural and manmade objects such as leaves, fruit, cotton reels, string, toy wheels, blocks etc. Paper/fabric/card Colour Wheel rollers Glue spreaders Newspaper/magazines washing up liquid wallpaper (textured) string polystyrene (press print)</p> <p>Textiles (Also see Printing) Fabric Card looms Wool/Threads/Ribbon Paper Textured Materials (Wool, silk, hessian, cotton, fleece) Needles Batik wax/die Brusho Colour wheel</p>
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Upper Key Stage Two		Skills	Vocabulary	Resources/Other
Year 5		<p>Drawing:</p> <ul style="list-style-type: none"> • Is happy to experiment with line, tone and shade • Uses a range of materials to produce line, tone and shade • Selects appropriate media and techniques to achieve a specific outcome <p>Painting</p> <ul style="list-style-type: none"> • Explores the effect of light and colour, texture and tone on natural and man-made objects 	<p>Draw make sketch the same different closer far away zoom above below angle direction line shape shade light(er) dark(er) tone</p> <p>Lighter darker shade tone tint Primary colour secondary colour mark flick splatter scratch spread thick thin wet dry mix</p>	<p>Drawing Sketch book Various Papers Drawing Pencil charcoal chalk pastels wax crayon ink pens rubbers (biro/ballpoint) Viewers magnifying glasses Clipboards</p> <p>Painting Mark Making tools (combs, tooth brushes, lolly pop sticks) Brushes (Varying thicknesses) Mixing trays/pallets Ready mixed paint Tempera Block Paints Cartridge paper Colour wheel Clothes (rags) Sponges Masking tape</p>

		<p>Collage</p> <ul style="list-style-type: none"> • Embellishes, using a variety of techniques, including drawing, painting and printing • Applies knowledge of different techniques as a form of expression • Designs an artefact, using knowledge of techniques, for a specific outcome <p>Printing</p> <ul style="list-style-type: none"> • Designs prints for fabrics, book covers and wallpaper • Experiments with approaches used by other artists 	<p>change blend</p> <p>Glue stick layer attach the same different opposite texture landscape view mood feeling detail tear rip cut shape decorate print draw</p> <p>the same different copy on top layered repeat different shape texture design pattern make mix relief designs creates</p>	<p>Collage Paper Fabric Cardboard (of various thicknesses, textures and grades) Glue (PVA/Pritt stick etc.) Thread Material/fabric Pens Buttons sequins</p> <p>Print Making Paint Printing trays Sponges Natural and manmade objects such as leaves, fruit, cotton reels, string, toy wheels, blocks etc. Paper/fabric/card Colour Wheel rollers Glue spreaders Newspaper/magazines washing up liquid wallpaper (textured) string</p>
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		<p>Textiles</p> <ul style="list-style-type: none"> Experiments with soft sculpture; cuts and joins patterns, embellishing the components Designs shapes, tie-dyes, batiks and prints for a specific outcome 	<p>Print stich thread weave knot make join weave join dye change resist colour matching contrast fills pads shape form</p>	<p>polystyrene (press print) Textiles (Also see Printing) Fabric Card looms Wool/Threads/Ribbon Paper Textured Materials (Wool, silk, hessian, cotton, fleece) Needles Batik wax/die Brusho Colour wheel Stuffing</p>
<p>Year 6</p>		<p>Drawing:</p> <ul style="list-style-type: none"> Is happy to experiment with line, tone and shade Uses a range of materials to produce line, tone and shade Selects appropriate media and techniques to achieve a specific outcome <p>Painting</p> <ul style="list-style-type: none"> Uses techniques, colours, tools and effects to represent things seen, remembered or imagined 	<p>Draw make sketch the same different closer far away zoom above below angle direction line shape shade light(er) dark(er) tone</p> <p>Lighter darker shade tone tint Primary colour</p>	<p>Drawing Sketch book Various Papers Drawing Pencil charcoal chalk pastels wax crayon ink pens rubbers (biro/ballpoint) Viewers magnifying glasses Clipboards</p> <p>Painting Mark Making tools (combs, tooth brushes, lolly pop sticks) Brushes (Varying thicknesses) Mixing trays/pallets Ready mixed paint</p>

		<p>Sculpture</p> <ul style="list-style-type: none"> Looks at 3D work from a variety of genres and cultures and develops own response through experimentation Recreates images in 2D and 3D, looking at one area of experience, e.g. recreate a landscape painting, focus on textures Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings <p>Collage</p> <ul style="list-style-type: none"> Embellishes, using a variety of techniques, including drawing, painting and printing 	<p>secondary colour mark flick splatter scratch spread thick thin wet dry mix change blend</p> <p>Build make join fix glue cut measure shape fasten taller shorter longer wider strong flexible cut shape flat part(s) piece(s) idea create plan pattern</p> <p>Glue stick layer attach the same different opposite</p>	<p>Tempera Block Paints Cartridge paper Colour wheel Clothes (rags) Sponges Masking tape</p> <p>Sculpture: Junk modelling materials (boxes, tubes, packets) Art straws Corrugated cardboard Scissors Masking tape PVA Modelling Material (Salt dough/Plastercine/Clay) Tin foil newspaper</p> <p>Collage Paper Fabric Cardboard</p>
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		<ul style="list-style-type: none"> Develops experience in embellishing, using more advanced stitching and appliqué techniques <p>Printing</p> <ul style="list-style-type: none"> Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief Recreates a scene remembered, observed or imagined, through collage printing Carries out screen printing Experiments with approaches used by other artists <p>Textiles</p> <ul style="list-style-type: none"> Uses plaiting, pinning, stapling, stitching and sewing techniques 	<p>texture landscape view mood feeling detail tear rip cut shape decorate print draw applique</p> <p>the same different copy on top layered repeat different shape texture design pattern make mix relief designs creates</p> <p>Print stich thread weave knot make join</p>	<p>(of various thicknesses, textures and grades) Glue (PVA/Pritt stick etc.) Thread Material/fabric Pens Buttons sequins</p> <p>Print Making Paint Printing trays Sponges Natural and manmade objects such as leaves, fruit, cotton reels, string, toy wheels, blocks etc. Paper/fabric/card Colour Wheel rollers Glue spreaders Newspaper/magazines washing up liquid wallpaper (textured) string polystyrene (press print)</p> <p>Textiles (Also see Printing) Fabric Card looms</p>
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		<ul style="list-style-type: none"> • Stitching - using various needles to produce more complex patterns • Cuts and stitches patterns 	weave join dye change resist colour matching contrast fills pads shape form	Wool/Threads/Ribbon Paper Textured Materials (Wool, silk, hessian, cotton, fleece) Needles Batik wax/die Brusho Colour wheel Stuffing
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Dream

Art can be a great preparation for any career that requires fine motor skills, presentation skills an eye for aesthetics and creative thinking!

Fine Artist (Painter)	Advertising Director	Sculptor	Art Critic
Illustrator	Logo/Brand Designer	Architect	Art Historian
Cartoonist	Sign Writer	Tailor	Web Designer
Tattooist	Typographer	Fashion Designer	Art Teacher/Lecturer
Arts Conservationist/Restorer	Mock up Artist	Embroiderer	Museum Guide/Curator
Make-up Artist	Weaver	Film Maker	Theatre/Set Designer
Mural Artist	Jeweller	You Tube Film Creator	Town Planner
Courtroom Artist	Ceramicist/Potter	Camera Operator	Photographer
Mural Artist/Graffitist	Wood Carver/Turner	Digital Illustrator/3-D Modeller	Animator
Floral Artist	Interior Designer/Decorator	Art Dealer	The list is endless ...