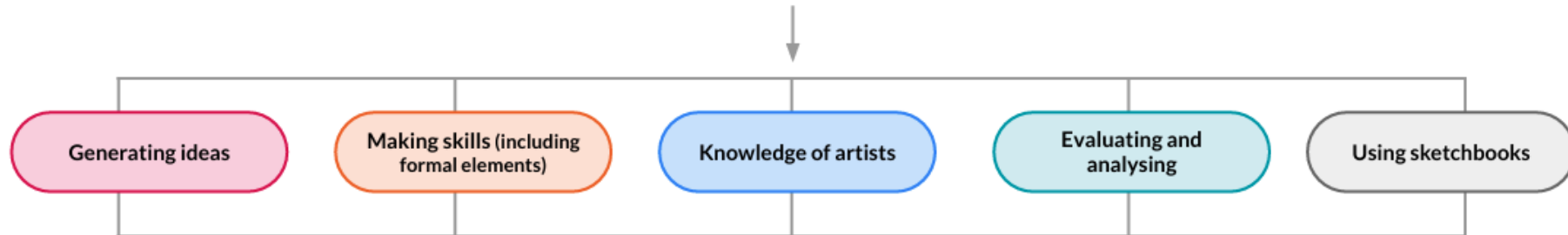


Art and Design Progression and Coverage Document



National curriculum aims for Art and design



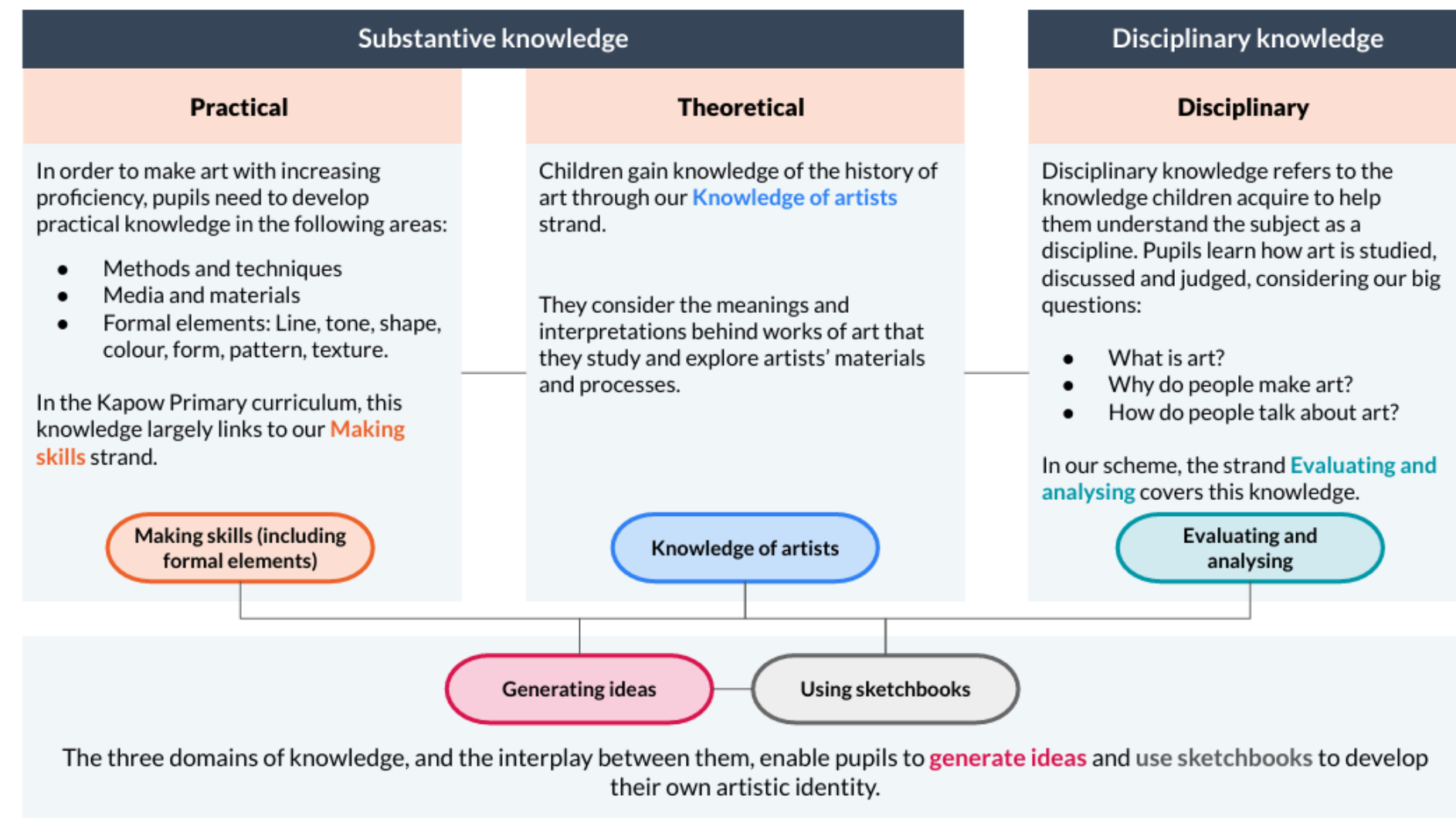
Kapow Primary revised scheme of work

Drawing

Painting and mixed media

Sculpture and 3D

Craft and design



Art and Design Progression and Coverage Document



Early Years Framework – Linked to ‘Development Matters’

Nursery	Understanding the World: Technology	Expressive Arts and Design: Creating with Materials	Expressive Arts and Design: Being Imaginative and Expressive
Birth to three	- Explore and respond to different natural phenomena in their setting and on trips. - Explore how things work. These underpin early cause-and-effect experiences such as pressing buttons, touching screens and operating simple equipment.	- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. - Manipulate and play with different materials. - Use their imagination as they consider what they can do with different materials.	- Take part in pretend play, pretending one object represents another. - Respond emotionally and physically to music. - Make rhythmical and repetitive sounds.
Three- and Four-Year Olds	- Explore how things work. - Use all their senses in hands-on exploration of natural materials. This includes using simple technology, toys with mechanisms and early digital tools.	- Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures.	- Begin to develop complex stories using small world equipment. - Create closed shapes with continuous lines and use these to represent objects. - Listen and respond to sounds with increased attention, expressing thoughts and feelings.

Art and Design Progression and Coverage Document



Early Years Framework – Linked to ‘Development Matters’

Reception	Understanding the World: Technology	Expressive Arts and Design: Creating with Materials	Expressive Arts and Design: Being Imaginative and Expressive
	• Uses ICT hardware to interact with age appropriate computer software • Can create content such as a video recording, stories, and/or draw a picture on screen	• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.	• Creates representations of both imaginary and real-life ideas, events, people and objects • Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth • Introduces a storyline or narrative into their play
ELG		- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.	

Art and Design Progression and Coverage Document



National Curriculum Programme of Study

The National Curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Key Stage 1 National Curriculum Expectations	
Pupils should be taught about:	
Recording experiences	• to use a range of materials creatively to design and make products <u>Aims and Purpose:</u> • produce creative work, exploring their ideas and recording their experiences
Design Techniques	• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <u>Aims and Purpose:</u> • become proficient in drawing, painting, sculpture and other art, craft and design techniques
Evaluation and Analysis	• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <u>Aims and Purpose:</u> • evaluate and analyse creative works using the language of art, craft and design
Significant People	• 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. <u>Aims and Purpose:</u> • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Art and Design Progression and Coverage Document



Promoting British Values

Democracy	In art, the children ensure that they are aware of and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects.
Rule of Law	When using any equipment and materials in art the children are always aware of the classroom rules as well as the consequences of not following them. We always create a calm, creative environment for the children to express themselves safely.
Individual liberty	In art, the children are able to express their individuality and creativity through the use of a range of materials. We give the children regular opportunities to make their own decisions and choices in their projects. Whilst making own choices, the children also know that there are boundaries and which must be respected.
Mutual Respect	Children can admire another child's work by providing positive feedback on their peers' work. Ideas and technique are often shared amongst the children. It is also discussed that art is a subject that can be viewed differently by each individual.
Tolerance	We use art as a creative way to experience festivals and traditions. We explore beauty and individuality through art and continue to do this within the faiths and beliefs of others.

EYFS- Nursery	Autumn 1	Spring 1	Summer 1	Summer 2
Topic	Drawing- Marvellous Marks	Paint my World	Craft & Design- Let's get Crafty	Seasonal craft & explorations
Enquiry Question	How can we make marks and shapes using our hands and tools on different surfaces?	What happens when we paint with our hands and mix colours together?	What happens when we cut, join and fold different materials?	How can we share our ideas and record them using different materials?

Art and Design Progression and Coverage Document



Key Concepts	- Explore mark making using fingers, hands and simple tools - Make marks on different surfaces - Begin to notice lines and textures	- Explore pressure to make light and dark marks - Begin to draw simple enclosed shapes - Use space on the page	- Explore paint using hands and tools - Experiment with colour mixing - Talk about colour and texture	- Explore clay and soft materials - Shape, press and join materials - Talk about what is being made	- Explore cutting materials - Join paper and card - Develop hand eye coordination and fine motor control	- Talk about creative ideas - Use a range of media - Reflect on artwork
Prior Knowledge	- Children may have made marks with crayons or paint - Children may have explored sensory materials	- Children can make marks freely - Children can use fingers and tools	- Children may have painted with brushes - Children may name colours	- Children have explored 2D materials - Children can manipulate resources	- Children may have torn paper - Children may have used glue	- Children can explore materials freely - Children can join and shape resources
Key Knowledge	- Marks can be made in many ways - Hands and tools can be used to draw - Marks and lines can stand for ideas or objects - Pressing harder makes darker marks - Shapes can represent objects - Space helps organise drawings		- Colours can change when mixed - Paint can feel different - Paint can show ideas and feelings	- Materials can be shaped and changed - Tools help us model materials - Ideas can change while making	- Materials cut differently - Joining helps hold materials together - Tools must be used safely	- Art helps us share ideas - We can choose different materials - Talking about work helps learning
Sticky Knowledge: Questions in black to be added to the BBQ box –	What can we use to make marks? Answer: We can use our fingers, hands and simple tools. Where can we make marks? Answer: We can make marks on paper, sand, dough and other surfaces. Do marks have to look neat?		What can we paint with? Answer: We can paint with our hands and tools.	What does shaping mean? Answer: Changing materials with hands or tools. How can we join materials?	Do all materials cut the same? Answer: No, some are harder to cut. What helps us join materials?	How can we share ideas in art? Answer: By talking and using materials. Why do we experiment?

Art and Design Progression and Coverage Document



(Big, Brainy Questions) Answers in bold to be added to medium term plans and knowledge organisers	Answer: No, marks can be messy and still be good. What happens when we press hard? Answer: The mark gets darker. What happens when we press softly? Answer: The mark looks lighter. Do shapes have to be perfect? Answer: No, shapes can be rough and still mean something.	What happens when colours mix? Answer: New colours can be made. How can paint feel? Answer: Paint can feel thick, thin, smooth or messy.	Answer: By pressing or sticking them together. Can our model change? Answer: Yes, ideas can change as we work.	Answer: Glue or tape. Why use tools carefully? Answer: To stay safe.	Answer: To try ideas and see what happens. What can we say about our artwork? Answer: What we like or enjoyed.
End Point	• Make marks using fingers and tools on different surfaces • Use lines to explore texture • Make light and dark marks • Draw simple enclosed shapes such as circles	• Use hands and tools to paint • Explore colour mixing • Talk about colour and texture	• Shape and join modelling materials • Talk about colour, shape or texture	• Cut paper with increasing control • Join materials using glue or tape	• Talk about ideas before, during or after making • Use different media to explore ideas
Key Misconception	• Mark making only happens on paper → marks can be made anywhere • You must use a pencil → fingers and tools can draw too • Shapes must be perfect → shapes can be rough • Colour doesn't change → marks can be light or dark	• Paint is only for brushes → hands are tools too • Colours stay the same → colours can change	• Clay is the same as playdough → clay feels different • There is only one way to join → materials join in many ways	• Scissors are only for straight lines → scissors can make many lines • Joining has one right way → materials join in different ways	• Art must look like something → art can show ideas or feelings • There is a right answer → exploring matters most

Art and Design Progression and Coverage Document



Core Key Words	Mark, line, texture, tool, finger, surface, shape, circle, light, dark, space		Paint, colour, mix, texture, hands, tool	Clay, shape, model, join, tool, soft, 3D	Cut, scissors, join, glue, tape, fold	Idea, talk, draw, paint, make, materials
EYFS- Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Drawing- Marvellous Marks	Drawing- Marvellous Marks	Paint my World	Sculpture & 3D Creation Station	Craft & Design- Let's get Crafty	Seasonal craft & salt painting
Enquiry Question	How can we make marks and shapes using our hands and tools on different surfaces?	How can we make light and dark colours and use space when we draw and make marks on paper?	What happens when we paint with our hands, mix colours and use natural tools?	How can we shape, cut and join clay and natural materials to make 3D artworks?	What do we notice when we cut different materials and how do they feel and change?	How can we explore our ideas, use different materials to record them, and talk about the art we make?
Key Concepts	Explore mark-making in different surfaces such as sand, mud playdough and rice with fingers or sticks (Line, Texture). Begin to draw simple closed shapes that could represent objects, e.g. a circle for a face (Line, Shape).	Describe when colouring is lighter or darker (Tone). Make lines and marks on paper, staying within the boundaries of the page (Space).	Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials eg paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings.	Explore the properties of clay. Use modelling tools to cut and shape soft materials eg. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials.	Explore differences when cutting a variety of materials. Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. Follow lines when cutting. Experiment with threading objects, holding equipment steady to do so. Explore techniques for joining paper and card eg stick, clip, tie, tape.	Talk about their ideas and explore different ways to record them using a variety of media. Experiment in a exploratory display. Cut, threat, join and manipulate materials safety. Begin to for opinions on their artwork.

Art and Design Progression and Coverage Document



			Explore colours, patterns and compositions when combining materials in collage.	Develop 3D models by adding colour	Apply craft skills eg. cutting, threading, folding to make their own artworks. Design something on paper ready to make in three dimensions.	
Prior Knowledge	Most children will have experienced painting and printing in their preschool setting.	Most children will have learned to make light and dark marks by changing pressure and to keep their drawing within the space of the page.	A child coming from a nursery setting will already have explored paint with their hands, talked about colours and textures, experimented with mixing colours, used natural and textured materials, and begun expressing ideas through paint and collage.	A child entering this stage will already have explored clay and soft materials, used simple modelling tools, arranged natural objects to make 3D creations, talked about colour, shape and texture, planned what they want to make, experimented with solutions when problems arise, and added colour to develop their 3D models.	A child entering this stage will already have explored different ways of cutting materials, followed lines when cutting, experimented with threading and joining techniques, and begun using these craft skills to design and create simple three-dimensional artworks.	A child entering this stage will already have talked about their ideas using different media, explored materials in open-ended ways, cut, thread, join and manipulate resources safely, and begun forming simple opinions about their own artwork.
Key Knowledge	- Talk about their ideas and explore different ways to record them using a range of media. - Experiment in an exploratory way. - Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. - Begin to develop observational skills (for example, by using mirrors to include the main features of faces). - Enjoy looking at and talking about art.		Talk about their ideas and explore different ways to record them using a range of media. Experiment in an exploratory way. Use a range of drawing materials, art application techniques, mixed-media scraps	Talk about their ideas and explore different ways to record them using a range of media. Experiment in an exploratory way. Use a range of drawing materials, art application techniques, mixed-media scraps and	Talk about their ideas and explore different ways to record them using a range of media. Experiment in an exploratory way. Cut, thread, join and manipulate materials safely, focussing on process over outcome.	Talk about their ideas and explore different ways to record them using a range of media. Experiment in an exploratory way. Cut, thread, join and manipulate materials safely, focussing on process over outcome.

Art and Design Progression and Coverage Document



	- Talk about their artwork, stating what they feel they did well. - Say if they like an artwork or not and begin to form opinions by explaining why.	and modelling materials to create child-led art with no set outcome. Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things. Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces). Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.	Enjoy looking at and talking about art. Talk about their artwork, stating what they feel they did well.	Enjoy looking at and talking about art. Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.
Sticky Knowledge: Questions in black to be added to the	1. How can you tell the difference between a light tone and a dark tone when looking at a colour?	1. What can happen when you mix different paint colours together?	1. What helps us share and record our ideas in art?	1. How can we share and record our ideas in art?	1. How can we share our ideas before and while making?

Art and Design Progression and Coverage Document



BBQ box – (Big, Brainy Questions) Answers in bold to be added to medium term plans and knowledge organisers	Answer: A light tone looks pale and bright, while a dark tone looks deeper and heavier. 2. What clues help you decide whether a line is straight, curved, wiggly, or round? Answer: You look at the shape the line makes — straight lines don't bend, curved lines bend gently, wiggly lines move up and down, and round lines make circles or loops. 3. When you touch or look closely at an object, what simple words can you use to describe its texture? Answer: Words like bumpy, smooth, rough, soft, hard, or scratchy. 4. How does using different drawing tools (like pencils, crayons, or charcoal) change the kinds of marks and patterns you can make? Answer: Each tool makes different marks — some are thin, thick, soft, dark, smudgy, or sharp — so the patterns and lines look different. 5. Why might an artist choose certain colours or materials when drawing or painting something? Answer:	Answer: Mixing colours can make new colours, and adding water or other materials can change the texture of the paint. 2. How can you describe different types of lines when drawing or painting? Answer: Lines can be straight, curved, wiggly, round, or any shape you make with your tool. 3. What words can you use to describe the texture of something you are painting or touching? Answer: You can use simple words like bumpy, smooth, rough, soft, or scratchy. 4. How do you know when you have made	Answer: We can share and record our ideas by talking about them and using different types of media and materials. 2. Why do we experiment when making art? Answer: We experiment so we can explore ideas freely, try new techniques, and learn through the process, not just the final result. 3. What materials can we use to create child-led art? Answer: We can use drawing tools, paint, mixed-media scraps, and modelling materials to create art with no set outcome.	Answer: We can share our ideas by talking about them and recording them using different types of media. 2. Why do we experiment when making art? Answer: We experiment to explore ideas freely, try new things, and learn through experience. 3. What skills do we use when working with materials? Answer: We use skills to cut, thread, join, and manipulate materials safely, focusing on how we work, not just what we make. 4. Why is looking at art important?	Answer: We can talk about our ideas and show them in different ways. 2. What can we use to record our ideas? Answer: We can use lots of different media, like drawing, painting, collage, and modelling. 3. Why do we experiment when making art? Answer: We experiment to try things out, explore materials, and see what happens. 4. What skills do we use when working with materials? Answer: We cut, thread, join, and shape materials to make our artwork.5.
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Art and Design Progression and Coverage Document



		a pattern in your artwork? Answer: A pattern is made when shapes, colours, or marks repeat, and you can describe how they repeat. 5. What choices do artists make when creating art, and what kinds of materials might they use? Answer: Artists choose colours, tools, textures, and materials to show ideas or feelings. They might use paint, natural materials, collage pieces, or temporary materials that don't last long.	4. How do artists improve their observational skills? Answer: Artists improve by looking carefully, for example using mirrors to notice facial features when drawing people. 5. What should we be able to say about our own artwork? Answer: We should be able to talk about our artwork, say what we did well, and explain why we like or don't like an artwork.	Answer: Looking at and talking about art helps us enjoy art, notice details, and share ideas. 5. What should we be able to say about our own artwork? Answer: We should be able to talk about our artwork and say what we think we did well.	How should we use tools and materials? Answer: We should use them safely and carefully.
End Point	• Make marks using fingers or tools on different surfaces (sand, mud, dough, rice) • Use lines to create textures • Draw simple closed shapes, like a circle, that can stand for real objects	• Use hands and made tools to paint • Talk about the colours	• Explore and describe how clay feels and behaves	• Cut different materials and notice how they feel and behave	• Talk about their ideas before, during, and after making

Art and Design Progression and Coverage Document



	• Talk about colours being lighter or darker	and textures they see and feel • Explore what happens when colours mix • Use natural materials (water, leaves, sticks) for painting • Change paint texture by adding water or other materials • Respond to ideas, objects, music, stories, or feelings when painting • Use paint to show ideas and feelings • Combine materials in	• Use modelling tools to cut, press, roll, and shape soft materials • Choose and arrange natural materials to make 3D artworks • Talk about colour, shape, and texture, and explain simple choices • Say what they plan to make before or during making • Problem-solve when something doesn't work and try again • Add colour to develop and finish 3D models	• Use scissors to cut straight, wavy, and zig-zag lines • Follow a line carefully when cutting • Thread objects while holding tools steady • Join paper and card using glue, clips, tape, or ties • Use craft skills (cutting, threading, folding) to make their own artwork • Draw a simple design on paper before making a 3D object	• Use different types of media (drawing, painting, collage, modelling) to record ideas • Experiment freely in an exploratory way, trying things out • Use tools and materials to cut, thread, join, and shape • Handle materials safely and carefully
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Art and Design Progression and Coverage Document



		collage to explore colour, pattern, and layout			
Key Misconception	❑ Mark-making only happens on paper → Marks can be made on many surfaces. ❑ You must use a pencil or crayon to draw → Fingers and sticks are tools too. ❑ Shapes have to be perfect → Shapes can be rough and still represent something. ❑ Colours don't change → Colours can look lighter or darker. ❑ There is a 'right' answer in art → Art is about exploring, not being correct.	• Paint is only for brushes → Hands and homemade tools can be used too. • Colours stay the same → Colours can change when mixed. • Paint should feel smooth → Paint can be thick, thin, rough, or bumpy. • Natural materials aren't art tools → Nature can be used to	• Clay is just like playdough → Clay feels and works differently and can dry and harden. • Tools are only for adults → Children can safely use modelling tools with care. • 3D art has to stand perfectly → 3D models can lean, balance, or change. • There is only one right way	• All materials cut the same way → Some materials are harder or softer to cut. • Scissors are only for straight lines → Scissors can make many kinds of lines. • It's okay to rush cutting → Cutting carefully helps us follow lines. • Threading is about speed	• Clay is just like playdough → Clay feels and works differently and can dry and harden. Tools are only for adults → Children can safely use modelling tools with care. 3D art has to stand perfectly → 3D models can lean, balance, or change. There is only one right way to join materials → Materials can be joined in different ways.

Art and Design Progression and Coverage Document



		make and apply paint. • Art has to look like something → Paint can be used to show feelings and ideas. • Collage pieces must be placed neatly → Materials can overlap and be arranged in many ways.	to join materials → Materials can be joined in different ways. • If it doesn't work, it's wrong → Trying again is part of learning. • Colour is only added at the end → Colour can be added at different stages.	→ Threading needs patience and steady hands. • There is only one way to join materials → Materials can be joined in different ways. • You don't need to plan before making → Planning helps ideas come to life in 3D.	If it doesn't work, it's wrong → Trying again is part of learning. Colour is only added at the end → Colour can be added at different stages.
Core Key Words	Mark-making Line Texture Shape Circle Light Dark Colour	Paint Colour Mix Texture Hands Tool Natural Water	Paint Colour Mix Texture Hands Tool Natural Water	Cut Scissors Line Straight Wavy Zig-zag Thread Join	Clay Soft Shape Cut Tool Model 3D Natural

Art and Design Progression and Coverage Document



	Finger Stick Surface	Thick Thin Feelings Pattern Collage	Thick Thin Feelings Pattern Collage	Glue Tape Clip Fold Design Plan 3D	Texture Colour Plan Fix Try Join
KS1 Cycle A	Autumn 1	Spring			Summer
Topic	Exploring line and shape	Life in colour			Map it out
Enquiry Question	How can we use lines, shapes and colour to create pictures and talk about artwork?	How do our choices with colour, texture and tools help us make and improve artwork?			How can we use simple lines, shapes and tone to explore ideas and create drawings we can talk about?
Key Concepts - Linked to the National Curriculum	- Identify that some shapes are organic. - Connect lines to create shapes. - Use and recognise different types of lines when drawing shapes. - Identify basic shapes in everyday objects and artwork. - Talk about what they like or dislike in a piece of artwork. - Use shapes to draw a face. - Use different pressures to make a colour lighter or darker.	- Colours can be mixed to make new colours - Materials have different textures - Tools can change how things look and feel - Choices matter when making art - Art can be talked about, changed, and improved			- Art is about exploring ideas - Lines, shapes, and tone help us draw. - How hard we press changes what we see. - Pictures are made from simple parts. - Everyone can make and talk about art

Art and Design Progression and Coverage Document



	Choose lines and shapes inspired by Brianna McCarthy's artwork.			
Prior Knowledge	In EYFS, - Children have made marks using pencils, crayons, pens, or paint - Children know some basic shapes like circle, square, and triangle - Children have drawn pictures of objects or people from memory - Children know they can press hard or softly when colouring - Children have seen and talked about artwork made by others	- I know some colour names - I have used paint and collage materials before - I know colours can be light or dark - I have touched and noticed different textures - I have talked about my artwork before		In EYFS, the children learned - I can make marks with pencils or crayons - I know some simple shapes - I have drawn pictures before - I know I can press hard or softly - I have looked at and talked about pictures
Key Substantive Knowledge	☐ I can use different lines by changing control and pressure, such as straight, wavy, zig-zag, broken, light, and dark lines. ☐ I can notice 2D shapes in objects and use them as the basic structure of a drawing.	☐ There are primary and secondary colours ☐ Mixing colours creates new colours ☐ Colours and textures can be described using words ☐ Different tools make different textures ☐ Textures can be seen and felt in collage		- Different tools and pressure make different lines. - Simple shapes can be used to start a drawing. - Pressing harder makes darker marks - Light and dark can be used on purpose. - Objects need space and position to look right.

Art and Design Progression and Coverage Document



	☐ I can draw and combine geometric shapes to help create pictures. ☐ I can recognise familiar shapes in objects, scenes, and images, even when they are different sizes or turned. • I know that pressing harder makes darker marks and pressing lightly makes lighter tones. • I can colour or shade with a consistent tone in one area. • I can place objects carefully so their size and position make sense, for example making trees look grounded. • I know that art is made in different ways by different people, and artists choose materials and methods to suit their ideas.	☐ Colour mixing helps match colours more carefully ☐ Materials can be chosen for colour and texture ☐ Collage materials can overlap ☐ Art can be improved by changing ideas ☐ Artists choose tools and materials on purpose		• Artists make art in many ways. • Art can be talked about and shared.
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Art and Design Progression and Coverage Document



Sticky Knowledge: Questions in black to be added to the BBQ box – (Big, Brainy Questions) Answers in blue to be added to medium term plans and knowledge organisers	• How can we make different kinds of lines when drawing? Answer: By changing the tool we use or how hard we press. • What shapes can help us start a drawing? Answer: Simple 2D shapes can help build the picture. • What happens if we press harder with a pencil or crayon? Answer: The line or colour becomes darker. • How can we make a picture look more real? Answer: By thinking about size, position, and space. • Who can make art? Answer: Anyone can make art, in many different ways.	• What are the primary colours? Red, yellow, and blue. • What happens when we mix two colours? A new colour is made. • How can we make different textures? By using different tools and materials. • How do I choose collage materials? I choose them by colour and texture. • Why do we talk about our artwork? To share ideas and make it better.		• How can I make different lines? I can change the tool or how hard I press. • What helps me begin a drawing? Simple shapes help me start. • What happens when I press harder? My marks get darker • How can I make my picture look right? I think about size and where things go • Who can make art? Anyone can make art.
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Art and Design Progression and Coverage Document



End Point	• Draw a range of different lines with control • Use shapes as the starting point for drawings • Change pressure to make light and dark marks. • Colour or shade with an even tone. • Place objects so drawings look recognisable and grounded. • Know that artists work in different ways and choose materials for a reason	• I can name the primary and secondary colours • I can talk about colour changes and make predictions • I can describe colours and textures • I can choose tools to copy textures • I can identify textures in collage • I can mix colours to match carefully • I can plan and arrange collage materials, including overlapping • I can talk about likes, dislikes, and how to improve my work		• I can draw different kinds of lines • I can use shapes to build drawings • I can make light and dark marks • I can colour with an even tone • I can place objects so they make sense • I know art is made in different ways by different people
Key Misconception	• There is only one right way to draw → Everyone draws differently. • Shapes must be perfect → Shapes can be rough and still work.	• All colours stay the same when mixed • Only one tool works for a texture • Materials must be placed neatly • First ideas are always the best ideas • You cannot change artwork once started		• I might think there is one right way to draw • I might think shapes must be perfect • I might think darker is always better • I might think only famous people are artists • I might think art cannot be talked about

Art and Design Progression and Coverage Document



	• Darker colours always mean better work → Light and dark are both useful. • You must draw outlines first → Drawings can begin in many ways. • Only famous people are artists → Anyone who makes art is an artist.			
Core Key Words	• Line • Shape • Tone • Light • Dark • Pressure • Space • Pattern • Texture • Artist	• Colour • Primary • Secondary • Mix • Texture • Tool • Collage • Overlap • Choose • Improve	• Clay • Smooth • Roll • Pinch • Join • Score • Slip • Tile • Pattern • Shape	• Line • Shape • Tone • Light • Dark • Pressure • Space • Tool • Artist • Art

Art and Design Progression and Coverage Document



KS1 Cycle B	Autumn	Spring	Summer
Topic	Understanding tone and texture	Colour Splash	Woven Wonders
Enquiry Question	How do artists use ideas, sketchbooks and different materials to create artwork using colour, line, shape and texture?	How can we mix colours, make patterns and talk about our finished artwork?	How do artists choose materials and use skills like weaving to make art, and how can we talk about and compare their work?
Key Concepts - Linked to the National Curriculum	- Ideas can come from many different things - Sketchbooks help artists plan and think - Artists choose materials for a reason - Art uses colour, line, shape, and texture - Art can be talked about and improved	- Colours can be mixed to make new colours - Paint needs to be applied evenly - Mixing creates different shades - Patterns can decorate objects - Finished work can be talked about	- Art can be discussed and questioned - Artists use skills like knotting and weaving - Materials are chosen on purpose - Making art takes patience and resilience - Art can be compared and talked about
Prior Knowledge	- I have drawn and made art before - I have tried different materials and tools - I have looked at artwork by others	- I know some colour names - I have used paint before - I know colours can change when mixed - I have painted or printed with tools - I have talked about my artwork	- I have made things using materials before - I have joined and wrapped materials - I know colours can be chosen carefully - I have tried new skills before - I have talked about artwork

Art and Design Progression and Coverage Document



	• I know art can show ideas or messages • I have talked about my artwork		
Key Substantive Knowledge	• Ideas can come from pictures, objects, stories, or experiences • Sketchbooks can be used to record and try out ideas • Artists experiment before deciding what to do next • Different materials and techniques create different effects • Looking closely helps improve drawing and making • Art uses colour, line, shape, pattern, texture, space, and form • Artists choose materials to suit what they want to show • Artwork can tell a story or show a message • Talking about art helps us understand it	• There are three primary colours • Secondary colours are made by mixing primary colours • Paint must be spread evenly to make a clear print • Using many colours makes prints more interesting • One colour can be mixed into many shades • Patterns can be used to decorate surfaces • Colours can be mixed confidently for a purpose • Finished artwork can be described using words	• Art can be described and given an opinion • Artists are inspired by materials and processes • Wool can be measured, cut, and joined • Wrapping and weaving may need adjusting • Materials work differently depending on thickness and flexibility • Weaving follows a repeating pattern • Paper and wool can be woven • Art can be inspired by other artists • Artwork can be attached securely • Finished work can be talked about and compared

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	• Artwork can be improved by changing ideas		
Sticky Knowledge: Questions in black to be added to the BBQ box – (Big, Brainy Questions) Answers in blue to be added to medium term plans and knowledge organisers	• Where can ideas for art come from? Ideas can come from many different things. • Why do artists use sketchbooks? To try ideas and decide what to do next. • How do artists choose materials? They choose materials to create a certain effect. • Why is it important to look closely? Looking closely helps us draw and make better. • Why do we talk about artwork? To share ideas and think about improvements.	• What are the primary colours? Red, yellow, and blue. • How do we make secondary colours? By mixing two primary colours together. • Why do we spread paint evenly when printing? To make a clear and successful print. • How can we make different shades of one colour? By adding more or less of another colour. • Why do we talk about finished artwork? To share ideas and explain what we made.	• Can different activities count as art? Yes, art can be made in many ways. • Why do artists choose certain materials? Because materials help create an effect. • What do we do if something doesn't work first time? We try again and change what we do. • What is weaving? Weaving is crossing materials over and under. • Why do we talk about our finished work? To share choices and ideas.
End Point	• I can generate ideas from different starting points	• I can name the primary colours • I can mix primary colours to make secondary colours	• I can give an opinion about what counts as art • I can listen to artists talk about their creative work

Art and Design Progression and Coverage Document



	• I can use a sketchbook to explore and plan ideas • I can choose materials and techniques on purpose • I can include some formal elements in my work • I can talk about my artwork and others' artwork • I can explain ideas, messages, and improvements	• I can mix several shades of one secondary colour • I can apply paint evenly for printing • I can use a range of colours when printing • I can decorate surfaces using patterns • I can mix colours confidently for painting • I can describe my finished artwork	• I can choose, measure, and join wool independently • I can adjust my technique if something doesn't work • I can choose materials carefully • I can weave paper using an over-and-under pattern • I can recognise features of Cecilia Vicuña's work • I can compare my work to an artist's • I can attach woven pieces securely • I can talk about my choices and finished artwork
Key Misconception	• Ideas only come from one place • Sketchbooks are only for finished drawings • All materials do the same thing • Art does not need explaining • Artwork cannot be changed or improved	• Colours cannot be changed • Only one mix makes a colour • Paint should be thick and uneven • Patterns must all look the same • Finished art does not need explaining	• Art must look a certain way • Mistakes mean failure • Materials all work the same • Weaving is quick and easy • Artist work cannot be questioned
Core Key Words	• Idea • Sketchbook • Material	• Primary • Secondary • Mix	• Art • Weave • Pattern

Art and Design Progression and Coverage Document



	• Technique • Colour • Line • Shape • Texture • Artist • Improve	• Colour • Shade • Paint • Print • Pattern • Even • Describe	• Material • Wool • Knot • Wrap • Artist • Choice • Resilient
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Progression of Skills:

	Reception	Year 1	Year 2
Generating, exploring and developing ideas	• Communicate their ideas as they are creating artwork.	• Begin to record ideas on paper and in a floorbook • Record and explore ideas from a range of starting points • Recognise that ideas can be expressed in art work • Ask and answer questions about the starting points for their work, and develop their ideas	• Begin to develop recorded ideas, techniques and experiences in a sketchbook • Record, explore and respond to ideas from different starting points e.g. stories, rhymes, the natural world, first hand observations of objects, experiences and imagination • Ask and answer questions about the starting points for their work and the processes they have used
Develop, Evaluate and Improve	• Share their creations with others, explaining their intentions and the techniques and tools they used.	• Recognise and describe key features of their own and other's work • Describe what they think about the work of others • Review what they and others have done and say what they think and feel about it. E.g. Annotate work • Identify what they might change in their current work or develop in their future work	• When looking at a piece of artwork, express clear preferences and give some reasons for these • Begin to use some different techniques to develop work after talking about it • Use feedback to make improvements • Reflect by making comments (including annotations) about my first ideas and my final piece (and what may be changed in the future) and those of their peers
Take inspiration from the work of others	• Explore artwork by famous artists and talk about their likes and dislikes.	• Begin to respond to different art techniques or artists	• Suggest how artists have used colour, pattern and shape

Art and Design Progression and Coverage Document



		• Describe the work of notable artists and give an opinion about the work of an artist • Ask questions about a piece of art work • Identify some differences and similarities within the work of artists, craftspeople and designers in different times and cultures	• Create a piece of art in response to the work of another artist or designer and use some of their ideas • Say how other artists and designers have used texture, lines, colour, pattern and shape in their work • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures
Drawing KS1 pupils should be taught to use drawing to develop and share their ideas, experiences and imagination. KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	• Use a variety of tools to mark make – pencils, paint, sticks, chalk, water. • Draw into sand, liquids, onto the ground using liquids and tools.	• Use basic shapes, lines (see above) and colours to draw observed things • Use a variety of tools, (pencils, rubbers, crayons, pastels and chalk) to create drawings • Draw lines of different shapes, sizes and thickness • Describe the shapes and patterns seen in work • Colour own work, following the lines carefully	• Record clearly observable light and dark areas using shading • Show shading and pattern by adding dots, lines (see above), colour or shape to represent observations and ideas in drawings • Begin to apply pressure to tools to achieve tones using black and white and coloured pencils • Use real objects as well as pictures to inspire art work • Choose and use different grades (6B through to 4H) of pencil when drawing
Painting (colour) KS1 pupils should be taught to use painting to develop their ideas, experiences and imagination. KS1 pupils should be taught to develop a wide range of art and design	• Experiment with painting and colour, mixing using powder paints, poster paints and water colours. • Experiment with crayons, chalks and oil pastels. • Name colours	• Using poster paints, crayon, chalk, pencils, felt tips etc • Experiment with colours • Mix primary colours to make secondary colours • Apply colour with different tools – brushes, rollers, fingers etc • Create repeating patterns	• Describe colours • Make as many tints as possible using white poster paint • Darken colours using black poster paint to create shades. • Collect, sort and match colours to create an image • Use colour on a large scale – dye fabric for backgrounds

Art and Design Progression and Coverage Document



techniques in using colour, pattern, texture, line, shape, form and space.			
Sculpture KS1 pupils should be taught to use sculpture to develop and share their ideas, experiences and imagination.	• Explore a range of malleable materials to make models or pictures using – playdough, plasticine, clay, salt dough, cooking materials.	• Roll, carve, make marks on and knead malleable materials – dough, plasticine and use them to make objects for a purpose. • Use patterns.	• Explore sculpture of malleable materials and manipulate malleable materials for a purpose - mod rock and pipe cleaner sculptures and clay pots
Printing KS1 pupils should be taught to develop a wide range of art/design techniques using colour, pattern, texture, line, shape, form and space.	• Use sponges to make patterns or pictures. Print with food items. • Finger painting. • Use found materials man made/natural to print.	• Create repeating patterns Observe and recognise patterns in the environment • Develop impressed images using foods (e.g. potatoes with shapes cut into them) • Relief prints using foam printing blocks • Create patterns	• Print with a wide range of objects, manmade and natural. • Discuss regular and irregular shapes. • Experiment with over printing and colour