

Art & Design Skills and Knowledge Progression Map

Intent – What we are teaching in Art & Design

At Hatfield Peverel Infant and Nursery School, we aim to inspire children and develop their confidence to experiment and invent their own works of art using different mediums and processes. We give children every opportunity to develop their own ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as to learn about art and artists across cultures and through history.

Implementation – How we are teaching Art & Design

Kapow Art and Design scheme of work is built around five golden strands: generating ideas, using sketchbooks, making skills (including formal elements), knowledge of artists, and evaluating and analysing. Units are sequential and spiral, revisiting key skills to build and reinforce learning. Lessons are practical and exploratory. Creativity and independent outcomes are robustly embedded into the units, supporting children in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the child and personal.

Impact – What the children have learnt

By the end of KS1, children at Hatfield Peverel and Infant School should be equipped with a range of techniques and the confidence and creativity to form a strong foundation in art and design. The expected impact of following the Kapow Primary Art and design scheme of work is that children will:

Produce creative work, exploring and recording their ideas and experiences.

Be proficient in drawing, painting, sculpture and other art, craft and design techniques.

Evaluate and analyse creative works using subject-specific language.

Know about great artists and the historical and cultural development of their art.

Using our progression of skills and knowledge document, teachers are able to accurately assess the level of the children's work.

National Curriculum

Pupils should be taught:

- 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
- 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

Development Matters

(0-3)

- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Use large-muscle movements to wave flags and streamers, paint and make marks.

(3-4)

- Choose the right resources to carry out their own plan.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Explore different materials freely, in order 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.
- 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.

(Reception)

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop overall body-strength, balance, coordination and agility.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Early Learning Goals

Speaking:

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Expressive Arts and design: Creating with materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Physical development: Fine motor skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

Use a range of small tools, including scissors, paint brushes and cutlery;

Begin to show accuracy and care when drawing.

Inclusion including SEND		Assessment		Cultural Capital	
All children will be given the same task because we believe in teaching a mastery approach across all subject areas and ensuring equal access for all through Quality First Teaching. This includes teacher modelling and scaffolded practice for all children, focus groups with adult support for those needing further assistance, and pre-teaching sessions. Talk partners are used to build confidence. Now and next boards support the completion of tasks. Interventions are provided as needed, and external advice is sought to support inclusion.		Prior knowledge and retrieval opportunities are included at the beginning of units of work so that planning can be adapted or amended to address gaps or misconceptions. A clear sequence of lessons identifies the key knowledge that children need to acquire by the end of each lesson or unit of work. Children use their artwork and sketchbooks to record thoughts and ideas and to experiment with media and materials.		Trips: Chelmsford Museum, Hedingham Castle Assemblies: Remembrance, Gun Powder plot (themed work linked to art work) Significant figures- different artists taught in each year and revisited to build knowledge. External art club once a week Art gallery – Summer Fete	
At Hatfield Peverel Infant and Nursery School, we use Kapow Primary Art and Design scheme of work as this aims to inspire pupils and develop their confidence to experiment and invent their own works of art. The scheme of work provides children with every opportunity to develop their ability and nurture their talents and interests. It also provides the opportunity for children to learn about art and artists across cultures and through history.					
	Nursery	Reception	Year 1	Year 2	
Drawing Skills	- To begin to find a comfortable way to hold marking equipment. - To develop control when putting marks on paper. - To develop preference for mark-making with their left or right hand.	- To use a range of drawing materials, art application techniques, mixed media scraps and modelling materials to create child led art with no set outcome. - To begin to develop observational skills (eg, using mirrors to include the main features of faces)	- To develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. - To make choices about which materials to use to create an effect. - To develop observational skills to look more closely.	- To further demonstrate increased control with a greater range of media. - To make choices about which materials and techniques to use to create an effect. - To develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	

Knowledge Pupils know how to...	Mark making: - Put some ideas and feelings onto paper. - Use gross and fine motor skills to make different marks. Shading: - Observe that colours have different shades (lighter, darker). Spatial Awareness: - Begin making closed shapes, with one continuous mark.	Mark making: - 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. Eg. Circle for a face (line, shape) Shading: - Describe when colouring is lighter or darker (tone) Spatial awareness: - Make lines and makes on paper, staying within the boundaries of the page (space)	Mark making: - Draw different lines by varying the control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker, etc (Line, Pattern) - Notice 2D shapes within objects and how they can be used to form the 'bones' of a drawing (Shape) - Draw and combine geometric shapes (Line, Shape). - Identify known shapes (in different sizes and orientations) in objects, scenes or images - they wish to draw (Shape, Line). Shading: - Apply more pressure when drawing or colouring to create a darker tone (Tone). - Create an area with a single, consistent tone when colouring/shading (Tone) Spatial awareness: - Demonstrate a growing spatial awareness to represent the position and size of objects, e.g. grounded trees (Space).	Mark making: - Use and describe more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure (Line, Texture) - Recognise that shapes and marks can be refined rather than accepting the first attempt (Line, Shape) - Compose more complex drawings by combining shapes (Shape, Space) Shading - Use shading to show light and dark areas (Tone) - Use the same tool to colour/shade different tones by adjusting pressure (Tone) Spatial awareness: - Develop spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people (Shape, Space)
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Painting and Mixed Media Skills	- To begin to add meaning to the marks that they make. - To express ideas through artwork. - To choose different resources and materials to develop an idea. - To know that different materials can be joined together to make art.	- To explore paint, using hands as a tool. Describe colours and textures as they paint. - To explore what happens when paint colours mix. - To make natural painting tools. Investigate natural materials eg paint, water for painting. - To explore paint textures, for example mixing in other materials or adding water. - To respond to a range of stimuli when painting. - To use paint to express ideas and feelings. - To explore colours, patterns and compositions when combining materials in collage.	- To combine primary-coloured materials to make secondary colours. - To mix secondary colours in paint. - To choose suitable sized paint brushes. - To clean a paintbrush to change colours. - To print with objects, applying a suitable layer of paint to the printing surface. - To overlap paint to mix new colours. - To use blowing to create a paint effect. - To make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.	- To mix a variety of shades of a secondary colour. - To make choices about amounts of paint to use when mixing a particular colour. - To match colours seen around them. - To create texture using different painting tools. - To make textured paper to use in a collage. - To choose and shape collage materials eg cutting, tearing. Compose a collage, arranging and overlapping pieces for contrast and effect. - To add painted detail to a collage to enhance/improve it.
Knowledge Pupils know how to:	- Access a range of equipment to carry out an idea. - Access one-handed tools and use them safely.	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect.	- Further demonstrate increased control with a greater range of media. - Make choices about which materials and techniques to use to create an effect. - Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. - Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.

Sculpture and 3D Skills	- To explore the properties of malleable materials. - To mould playdough and malleable materials to make different shapes.	- To use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. - To cut, thread, join and manipulate materials safely, focussing on process over outcome. - To begin to develop observational skills (for example, by using mirrors to include the main features of faces).	- To develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. - To explore and analyse a wider variety of ways to join and fix materials in place.	- To further demonstrate increased control with a greater range of media. - To make choices about which materials and techniques to use to create an effect. - To use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. - To develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.
Knowledge Pupils know how to:	- Use a wide vocabulary to describe the materials. - Describe the motions used against the material (squash, squeeze, roll, mould, stick).	- 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. - Develop 3D models by adding colour.	- 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 using newspaper rolls.	- Smooth and flatten clay. - Roll clay into a cylinder or ball. - Make different surface marks in clay. - Make a clay pinch pot. - Mix clay slip using clay and water. - Join two clay pieces using slip. - Make a relief clay sculpture. - Use hands in different ways as a tool to manipulate clay. - Use clay tools to score clay.

Key Stage 1 Making skills (including formal elements)

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

Pattern	Begin to notice simple AB patterns.	Make a pattern with objects/colours/drawn marks and be able to describe it.	- Recognise a pattern is a design in which shapes, colours or lines are repeated. - Lines can create patterns like zig zags and wavy lines.	Patterns can be used to add detail to an artwork.
Texture	Use describing words such as bumpy, smooth, spikey etc, when describing materials or 3D books.	Simple terms to describe what something feels like (eg. bumpy).	Know that texture means 'what something feels like'.	- Know that texture means 'what something feels like'. - Different marks can be used to represent the textures of objects. - 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	Know that variations of the same colour exist. (light/dark)	There are different shades of the same colour and identify colours as 'light' or 'dark'	- 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. - Changing pressure when drawing can create light and dark tones.	- Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour'). - Drawing techniques such as hatching, scribbling, stippling, and blending can create different tones.

Knowledge of artists Skills	To understand that books are illustrated by artists.	- To enjoy looking at and talking about art. - To recognise that artists create varying types of art and use lots of different types of materials. - To recognise that artists can be inspired by many things.	To understand how artists choose materials based on their properties in order to achieve certain effects.	- To talk about art they have seen using some appropriate subject vocabulary. - To create and critique both figurative and abstract art, recognising some of the techniques used. - To apply their own understanding of art materials learnt from artist's work to begin purposefully choosing materials for a specific effect.
Knowledge Pupils know that:	N/A	This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.	Some artists are influenced by things happening around them.	Some artists create art to make people aware of good and bad things happening in the world around them.
Interpretations	N/A	This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.	- Sometimes artists concentrate on how they are making something rather than what they make. - Artists living in different places at different times can be inspired by similar ideas or stories.	Art can be figurative or abstract.
Materials and processes	N/A	- Artists use modelling materials like clay to recreate things from real life. - Artists choose colours to draw or paint with. - Artists draw many different things and use different tools to draw with. - Sometimes artists are inspired by the seasons.	Artists choose materials that suit what they want to make.	- Artists try out different combinations of collage materials to create the effect they want. - Artists can use the same material (felt) to make 2D or 3D artworks.

		- Some art does not last long- it is temporary. - Sometimes artists cut and stick photos to make new images.		
Evaluating and analysing Skills	- Talk about the artwork on display in nursery. - Use simple words to describe what they have drawn and why.	- 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.	- Describe and compare features of their own and others' artwork. - Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	- Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing and understanding of why they may have made it. - Begin to talk about how they could improve their own work. - Talk about how art is made.
Knowledge What is art?	Art is: having fun, inventing, painting, sticking, colouring, gluing, exploring, creating, collaging, making.	Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...	- Art is made in different ways. - Art is made by all different kinds of people. - An artist is someone who creates.	

Why do people make art?				• People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to explore an idea in different ways. • People make art to help others understand something.
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Vocabulary				
	Nursery	Reception	Year 1	Year 2
	Paint, Brush, Paper, Crayon, Pencil, Glue, Scissors, Chalk, Red, Blue, Yellow, Green, Orange, Purple, Pink, Black, White, Brown, Circle, Square, Triangle, Smooth, Rough, Soft, Hard, Spikey, Round, Sticky, Wet, Dry, Draw, Paint, Cut, Stick, Tear, Roll, Press, Dab, Mix, Big, Small, Bright, Dark, Light, Shiny, Dull, Mix, Splash, Pattern, Stamp, Print, Describe, Collage, Create.	Marvellous Marks: Artist, Bumpy, Chalk, Circle, Colours, Crayon, Curved, Felt tips, Hard, Line, Long, Marks, Observational, Observe, Oil pastel, Paint, Pattern, Pencils, Picture, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag Paint my world: Collage, Cut, Dab, Dot, Flick, Glide, Landscape, Mix, Pattern, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Stroke, Sweep, Swirl, Swish, Tear, Temporary, Texture, Transient, Wet, Wipe Creation Station: 3D art, Bend, Clay, Chop, Collage, Cut, Design, Evaluate, Flatten, Join, Landscape, Model, Pinch, Plan, Reflect, Roll, Sculpture, Silky, Slice,	Painting and Mixed Media - Colour Splash: Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick Drawing - Exploring line and shape: Abstract, Artist, Circle, Collage, Control, Curved, Dashed, Dotted, Feature, Line, Organic, Portrait, Pressure, Rectangle, Side, Shape, Sketch, Straight, Square, Triangle, Wavy, ZigZag Sculpture and 3D - Paper Play: Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine	Craft and Design – Map it out: Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate Painting and Mixed Media – Life in Colour: Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface Sculpture and 3D – Clay houses: Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing

		Slimy, Slippery, Smooth, Soft, Squash, Squelchy, Sticky, Stretch, Twist, Wet		
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	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Generating ideas	Talk about their ideas and explore different ways to record them using a range of media.	ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	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
Sketch- books	Experiment in an exploratory way.	ELG: Expressive Arts and design: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	
Making skills (including Formal elements)	Use a range of drawing materials, art application techniques, mixed-media scraps and 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).	ELG: Expressive Arts and design: Creating with materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Physical development: Fine motor skills: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	- To use a range of materials creatively to design and make products. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Knowledge of artists	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.	ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Understand how artists choose materials based on their properties in order to achieve certain effects.	Talk about art they have seen using some appropriate subject vocabulary. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	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.
Evaluating and analysing	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.	ELG: Expressive Arts and design: Creating with materials Share their creations, explaining the process they have used.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	