

# Art and Design Progression of Intent



**Drawing Intent**

- Our pupils will be able to demonstrate a range of skills, including exploring line and adding depth, tone to their drawings.
- Our pupils will be given the opportunity to use a range of drawing materials, such as charcoal, pencils and pastels.
- Our pupils will develop their skills by using a sketchbook. The sketchbooks will be used to gather and collect ideas, experiment and reflect.
- Pupils will develop their skills in drawing portraits, landscapes and observational drawing.

**Painting Intent**

- Our pupils will demonstrate a range of skills when painting and will add texture, tone and shade to their paintings.
- Our pupils will be given the opportunity to use a range of painting materials such as ready-mix, watercolours and acrylic paint.
- Our pupils will develop their skills in painting portraits, landscapes and work inspired by artists.

**Using Materials Intent**

- Our pupils will work with a range of materials to create sculptures, collages and a range of printing outcomes.
- Our pupils will learn to combine materials with an increasing degree of skill.

At Christopher Pickering, children are exposed to a wide range of artists over their primary life.








	F2	Y1	Y2	Y3	Y4	Y5	Y6	
Autumn	Jackson Pollock	David Hockney	Alexander Calder	Tracy Savage	Alaa Awad	Alberto Giacometti		
Spring	Piet Mondrian	Andy Warhol	Julian Opie	Tracy 168	Frank Loyd Wright	Leonardo Da Vinci	Banksy	
	Henri Matisse							
Summer	Wassily Kandinsky	Andy Goldsworthy	Nicholas Hadeed	JMW Turner	Henri Rousseau	Georges Seurat	Soroya French	
	Yayoi Kusama		John Ward	Margaret Godfrey			Nick Rowland	Orla Kiely
				Andy Warhol				

Traditional (Pre 1800's)	Modern (1800's until 1970)	Contemporary (1970 to present)
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Within art we complete art projects that fit into the three pillars of art – Drawing, Painting and Using Materials. We use a variety of different media which is clearly outlined within a unit of work, a variety of methods and techniques that are sequenced and progressive throughout the art and design curriculum.

	Media	Methods and Techniques
Drawing	Graphite, graded pencils, marker pens, Chalk, Oil Pastels, Soft pastels, charcoal	<i>Mark making, line drawing (thick, thin), sketching, shading, blending, hatching, cross hatching, scribble, enlarging, reducing, gridding, observational drawings, highlighting, detailing, stippling, 3D, one point perspective, stencilling, tessellation and patterning.</i>
Painting	Acrylic paint, Ready mix paint, water colours, Brusho, spray paint, fabric paint, ink paint, textured paint	<i>Fine brush work, control of paint, colour mixing, Block filling, wet on wet, building layers, dry brushing, colour wash, printing, even spray, squirting, blowing, impasto, creating texture, colour knowledge (primary/secondary/tertiary, warm &amp; cool), pointillism</i>
Using Materials	Clay, cardboard, card, found objects, Modroc, multimedia, tissue paper, crepe, glitter, mosaic tiles, wire, wire mesh	<i>Modelling, indentation, carving, cutting, fixing, joining, relief, arranging, manipulating, bending, moulding, sticking, tearing, layering, overlapping</i>

Key Concepts within Art and Design

Key Concepts linking to the Substantive Knowledge of art and design		
Practical Knowledge	Media 	Types of media used across the pillars of drawing, painting, and using materials and becoming increasingly proficient
	Methods and Techniques 	Methods and techniques used across the pillars of drawing, painting and using materials
	Creating with media and techniques 	The ability to mix the range of media and techniques, understand how they can be used and combined to create a specific and desired effect. Applying knowledge of art movements and artists studied to inspire their own works
Theoretical Knowledge	Technical Language 	Technical language associated with the media, methods, and techniques across the pillars of drawing, painting and using materials
	Art Movements 	An understanding of the different styles of art studied by one or several artists during a specific period for example, Pop Art or Baroque
	Artists 	An understanding of artists from around the world from a range of cultures which fall under traditional (pre-1800), Modern (1800-1970) or Contemporary (1970-present)
Key Concepts linking to the Disciplinary Knowledge of art and design		
Application of Knowledge	Evaluating and Appraisal 	A critical evaluation of artists work (including their own); evaluating style and technique and having the ability to appraise a piece of work.

## EYFS Progression

	EYFS 1		EYFS 2				
	Physical Development	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>	Reception  Physical Development	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <ul style="list-style-type: none"> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> </ul>	ELG  Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> </ul>	Reception  Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>	ELG  Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>
Drawing	<ul style="list-style-type: none"> <li>• Begin to use a range of drawing tools, media, and techniques.</li> <li>• Draw on different surfaces.</li> <li>• Make a variety of marks.</li> </ul>		<ul style="list-style-type: none"> <li>• Begin to develop control with a range of drawing tools, media and techniques.</li> <li>• Continue to draw on a range of surfaces.</li> <li>• Use drawings to tell a story.</li> <li>• Develop further control of line drawing.</li> <li>• Begin to use closed shapes to create representations.</li> </ul>				
Painting	<ul style="list-style-type: none"> <li>• Begin to experience and experiment with different types of paint e.g. poster, powder, watercolour, and painting tools e.g. brushes, sticks, sponges.</li> <li>• Experiment with primary colours and begin to mix colours to create a different colour.</li> <li>• Begin to use paint to create a picture and be able to talk about it.</li> </ul>		<ul style="list-style-type: none"> <li>• Experience and experiment with different types of paint e.g. poster, powder, watercolour, and painting tools e.g. brushes, sticks, sponges</li> <li>• Experiment with primary colours and continue to mix colours to create a different colour.</li> <li>• Use paint to create a picture and be able to talk about it.</li> </ul>				

Christopher Pickering Art and Design Progression of Intent 2024-2025

Sculpture 3D	<ul style="list-style-type: none"> <li>• Handle and manipulate different malleable materials e.g. clay, dough, sand.</li> <li>• Build with recyclable resources.</li> <li>• Build and sculpt using natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Handle and manipulate different malleable materials e.g. clay, dough, sand.</li> <li>• Build with recyclable resources.</li> <li>• Build and sculpt using natural materials.</li> <li>• Apply simple decoration to salt dough.</li> </ul>
Printing	<ul style="list-style-type: none"> <li>• Begin to print with a variety of objects onto different surfaces.</li> <li>• Begin to take rubbings of textured surfaces in the outdoors.</li> </ul>	<ul style="list-style-type: none"> <li>• Print pictures with a range of materials e.g. sponge, reels</li> <li>• Take rubbings of textured surfaces in the outdoors</li> <li>• Use a stencil.</li> </ul>
Collage	<ul style="list-style-type: none"> <li>• Handle and manipulate a variety of materials.</li> <li>• Tear paper to make a collage.</li> </ul>	<ul style="list-style-type: none"> <li>• Handle and manipulate a variety of materials.</li> <li>• Tear paper to make a collage.</li> <li>• Begin to use scissors to cut paper.</li> </ul>
Digital Media		<ul style="list-style-type: none"> <li>• Explore a digital graphics program on the whiteboard</li> </ul>
Textiles	<ul style="list-style-type: none"> <li>• Use different fabric in role play and expressive dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Decorate a piece of fabric.</li> <li>• Use different fabric in role play and expressive dance.</li> <li>• Use simple weaving techniques: paper, twigs.</li> </ul>

# Christopher Pickering Art and Design Progression of Intent 2024-2025

## KS1 and KS2 Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>NC Objectives</b>	Key Stage 1 By the end of each key stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant programme of study		Key Stage 2 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key Stage 2 pupils 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 be taught: <ul style="list-style-type: none"> <li>▪ To use a range of materials creatively to design and make products</li> <li>▪ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>▪ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>▪ About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>		Pupils should be taught: <ul style="list-style-type: none"> <li>▪ To create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>▪ 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)</li> <li>▪ About great artists, architects, and designers in history</li> </ul>			
<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Explore a range of drawing tools.                             <ul style="list-style-type: none"> <li>- Pencils</li> <li>- Pens</li> <li>- Crayons</li> <li>- Chalk</li> <li>- Felt Tips</li> </ul> </li> <li>• Draw lines of different sizes, shapes, and thicknesses beginning to show control.</li> <li>• Draw from imagination.</li> <li>• Make observational drawings considering patterns and shapes.</li> <li>• Use a sketch book and begin to document and develop ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of drawing tools with increasing control.                             <ul style="list-style-type: none"> <li>- Graded pencils</li> <li>- Pens</li> <li>- Marker pens</li> <li>- Chalk</li> <li>- Charcoal</li> </ul> </li> <li>• Draw lines of different sizes and fluidity and investigate tone by drawing light/dark lines with a pencil.</li> <li>• Begin to shade and add detail to drawings.</li> <li>• Make observational drawings considering shape and detail and begin to consider proportion and position.</li> <li>• Produce an expanding range of patterns.</li> <li>• Begin to sketch using light marks.</li> <li>• Continue to use a sketch book to document and develop ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of drawing tools with increasing control.                             <ul style="list-style-type: none"> <li>- Graded pencils</li> <li>- Pens</li> <li>- Chalk</li> <li>- Charcoal</li> <li>- Pastels</li> </ul> </li> <li>• Draw from observation and imagination.</li> <li>• Using shading through the skills of pencil pressure, hatching and cross hatching to add depth.</li> <li>• Have an awareness of how pattern can be used to create texture</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore and develop precision.                             <ul style="list-style-type: none"> <li>- Graded pencils</li> <li>- Pens</li> <li>- Chalk</li> <li>- Charcoal</li> </ul> </li> <li>• Create accurate observational drawings.</li> <li>• Add texture and tone, by building on the skills of pencil pressure, hatching and cross hatching.</li> <li>• Develop skills of stippling to show light and dark.</li> <li>• Consider scale and proportion.</li> <li>• Consider tone, shape, and colour to represent figures and forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore and develop precision.                             <ul style="list-style-type: none"> <li>- Graded pencils</li> <li>- Pens</li> <li>- Chalk</li> <li>- Charcoal</li> <li>- Pastels</li> </ul> </li> <li>• Work in a sustained and independent way to create an accurate, detailed drawing.</li> <li>• Demonstrate skill in creating detailed drawings: adding tone and textures, using shading techniques to add mood, and feeling to their artwork.</li> <li>• Build upon their skills of drawing figures and forms to represent movement.</li> <li>• Add reflection and shadow to their artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate skill using a full range of pencils, charcoal and pastels when creating a piece of observational art</li> <li>• Use the appropriate technique to depict movement, shadow and reflection building on work from year 5</li> <li>• Draw from different viewpoints to consider the horizon line.</li> <li>• Develop drawing with perspective and focal points.</li> <li>• Adapt drawings according to evaluations and discuss further developments.</li> </ul>

Christopher Pickering Art and Design Progression of Intent 2024-2025

<p><b>Painting</b></p>	<ul style="list-style-type: none"> <li>Develop skill and control when painting.</li> <li>Explore a range of brush sizes and tools.</li> <li>Explore line (thickness, straight/curvy) and shape, form and space.</li> <li>Name and recognise primary and secondary colours.</li> <li>Discuss and use warm and cold colours.</li> <li>Mix primary colours to create secondary colours.</li> <li>Describe favourite colours and why colours may be used for different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop skill and control when painting.</li> <li>Begin to describe a range of colours.</li> <li>Identify and mix a range of secondary and tertiary colours.</li> <li>Be able to describe the colour wheel.</li> <li>Begin to lighten a colour by adding white to create different tints.</li> <li>Investigate textured paint.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop understanding of paint mixing to create secondary and tertiary colours.</li> <li>Demonstrate increasing control the types of marks made to create certain effects using paint.</li> <li>Explore a range of tools to use when painting.</li> <li>Creating and using 'natural' paint using natural materials</li> <li>Explore and develop skills when using spray paint.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to alter paint colour by adding white, grey and black to make different tints, tones and shades.</li> <li>Darken/Lighten colours without using black and white (e.g. dilute with water)</li> <li>Show skill in using thick and thin brushes to produce shapes, patterns, and lines.</li> <li>Develop skills in adding fine details to their artwork, using precision and control.</li> <li>Begin to discuss how they are influenced by the work of other artists.</li> </ul>	<ul style="list-style-type: none"> <li>Mix colours with confidence, building on previous knowledge.</li> <li>Continue to develop understanding of tints and tones.</li> <li>Begin to understand colour theory (warm/cold and complimentary)</li> <li>Combine colours, tones, tints and shades to enhance their paintings, using brush techniques and qualities of paint to create texture.</li> <li>Begin to use pointillism to create different effects with their work</li> </ul>	<ul style="list-style-type: none"> <li>Work in a sustained and independent way, developing own style.</li> <li>Use brush techniques and qualities of paint to create texture and be able to combine colours, tones, tints and shades to enhance and reflect the purpose of the outcome.</li> <li>Show perspective in painting building on skills taught in drawing practise.</li> </ul>
<p><b>Sculpture 3D</b></p>	<ul style="list-style-type: none"> <li>Enjoy handling, feeling, and manipulating a range of materials.</li> <li>Cut shapes using scissors in a safe way.</li> <li>Experiment and explore malleable materials (clay)</li> <li>Explore patterns and textures that can be imprinted into the clay and how the clay can be moulded</li> </ul>	<ul style="list-style-type: none"> <li>Create models from imagination and direct observation.</li> <li>Discuss the work of other sculptures and relate these to their own designs and ideas.</li> <li>Combine and fix together different materials, considering shape and texture, using folded and rolled paper, straws and card.</li> <li>Experiment and explore malleable materials (clay) by moulding and manipulating and developing skills of cutting, carving and imprinting.</li> </ul>	<ul style="list-style-type: none"> <li>Develop skills in creating recognisable forms using cutting and carving in polystyrene tiles.</li> <li>Select, arrange, and join materials to create a recognisable form.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the work of other sculptures and architects and how these have influenced their work.</li> <li>Know how to manipulate mouldable materials to create recognisable forms.</li> <li>Develop skills to create simple mosaic work.</li> <li>Develop cutting, manipulating and shaping skills when using mesh</li> <li>Adapt work when necessary and explain why.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of how to sculpt wire and other mouldable materials to create recognisable forms with life like qualities and real-life proportions.</li> <li>Develop cutting and joining skills whilst learning about using wire in sculpture.</li> <li>Adding shapes, texture and patterns using tools.</li> </ul>	

Christopher Pickering Art and Design Progression of Intent 2024-2025

<p><b>Printing</b></p>	<ul style="list-style-type: none"> <li>Take rubbings from textured natural surfaces: e.g. leaf, tree bark.</li> <li>Begin to identify different forms of printing e.g. books, newspapers, fabric, wallpaper.</li> <li>Explore using resources to imprint into malleable materials.</li> </ul>	<ul style="list-style-type: none"> <li>Explore repeated printing using a range of simple methods.</li> <li>Begin to explore impressed printing with Styrofoam.</li> <li>Identify a wider range of printed forms in everyday life and consider how the processes have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>Explore block printing, by drawing the pattern or picture into polystyrene and printing with it.</li> <li>Demonstrate an awareness of printing with multiple colours</li> </ul>	<ul style="list-style-type: none"> <li>Explore the process of mono printing.</li> <li>Demonstrate an awareness of printing with multiple colours and overlaying them onto other drawings</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore the process of mono printing.</li> <li>Start to overlay prints with other media.</li> <li>Continue to experience in combining prints to produce an end piece.</li> </ul>	
<p><b>Collage</b></p>	<ul style="list-style-type: none"> <li>Begin to use scissors and tearing to create a range of shapes.</li> <li>Create an image from a variety of cut or torn media.</li> <li>Arrange and glue materials to different backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>Develops a range of cutting, tearing and fixing techniques to create a specific outcome.</li> <li>Use scissors in a controlled way to cut with accuracy.</li> <li>Fold, crumple, tear and overlap papers to create an image.</li> <li>Has experience of different adhesives.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use scissors in a controlled way and cut with accuracy.</li> <li>Collect and select textured papers to form a collaged image.</li> <li>Collect and select a range of materials suitable for a collage</li> </ul>		<ul style="list-style-type: none"> <li>To create a photomontage using given photographs from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>Independently select a range of media to produce a collaged background</li> </ul>
<p><b>Digital Media</b></p>	<ul style="list-style-type: none"> <li>Explore digital tools (e.g. brushes, shape and fill tools, eraser)</li> <li>Begin to explore digital media to create an image.</li> </ul>	<ul style="list-style-type: none"> <li>Use a graphics package or app to explore digital image creation.</li> <li>Have the opportunity to manipulate an image using various digital tools</li> </ul>	<ul style="list-style-type: none"> <li>Use a graphics package or app to create images using different tools and effects with increased precision</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</li> </ul>		

Christopher Pickering Art and Design Progression of Intent 2024-2025

<p><b>Textiles</b>  (Mainly a focus in DT)</p>	<ul style="list-style-type: none"> <li>• Match and sort fabrics (Colour, texture, length, size, shape)</li> <li>• Begin to identify a range of different forms of textiles, discussing texture</li> <li>• Continue to develop basic weaving techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</li> <li>• Gain experience in applying colour by using fabric crayons/ paints</li> </ul>	<ul style="list-style-type: none"> <li>• Change and modify threads and fabrics</li> <li>• Continue to develop weaving techniques learned previously</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop weaving techniques learned previously</li> </ul>	<ul style="list-style-type: none"> <li>• Create repeated patterns on fabric by printing and using a range of fabric dye, including tie die</li> <li>• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> </ul>
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