



Art and Design N/C Statements and Progression of skills

National Curriculum Statements

Key Stage One
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

Key Stage Two
To create sketch books to record their observations and use them to review and revisit ideas
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
About great artists, architects and designers in history.

Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas	1.Record and explore ideas from first hand observations experience and imagination.	1.Record and explore ideas from first hand observation, experience and imagination.	1. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	1. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	1. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	1. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
	2.Ask and answer questions about the starting points for their work and develop their ideas.	2.Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.	2. Question and make thoughtful observations about starting points and select ideas to use in their work.	2. Question and make thoughtful observations about starting points and select ideas to use in their work.	2. Question and make thoughtful observations about starting points and select ideas and processes to use in their work.	2. Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
	3.Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	3.Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	3. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	3. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	3. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	3. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work	4.Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook	4.Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook 5.Annotate work in sketchbook.	4. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 5. Annotate work in sketchbook.	4. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	4. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	4. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
	5. Identify what they might change in their current work or develop in their future work.	6.Identify what they might change in their current work or develop in their future work.	6. Adapt their work according to their views and describe how they might develop it further.	5. Adapt their work according to their views and describe how they might develop it further.	5. Adapt their work according to their views and describe how they might develop it further.	5. Adapt their work according to their views and describe how they might develop it further.
Drawing	6. Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.	7.Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.	7. Experiment with different grades of pencil and other implements.	6. Use research to inspire drawings from memory and imagination. 7. Make informed choices in drawing inc. paper and media.	6. Use a variety of source material for their work.	6. Demonstrate a wide variety of ways to make different marks with dry and wet media.
	7. Use a sketchbook to gather and collect artwork.	8.Understand the basic use of a sketchbook and work out ideas for drawings.	8. Use their sketchbook to collect and record visual information from different sources.	8. Collect images and information independently in a sketchbook.	7. Use a sketchbook to develop ideas.	7. Develop ideas using different or mixed media, using a sketchbook.
	8. Begin to explore the use of line, shape and colour	9.Experiment with the visual elements; line, shape, pattern and colour.	9. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	9. Explore relationships between line and tone, pattern and shape, line and texture.	8. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	8. Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.
		10.Draw for a sustained period of time from the figure and real objects, including single and grouped objects.	10. Draw for a sustained period of time at their own level.		9.Work in a sustained and independent way from observation, experience and imagination.	

			11. Plan, refine and alter their drawings as necessary.	11.Alter and refine drawings and describe changes using art vocabulary.		
						9.Identify artists who have worked in a similar way to their own work.

Painting	9. Use a variety of tools and techniques including the use of different brush sizes and types. 10. Create different textures e.g. use of sawdust.	11.Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.	12.Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.	12.Plan and create different effects and textures with paint according to what they need for the task.	10.Work on preliminary studies to test media and materials.	10.Carry out preliminary studies, test media and materials and mix appropriate colours.
	11. Mix and match colours to artefacts and objects.	12.1Mix and match colours using artefacts and objects.		13.Make and match colours with increasing accuracy.		
	12. Work on different scales.	13.Work on a range of scales e.g. large brush on large paper etc.	13.Work confidently on a range of scales e.g. thin brush on small picture etc.			
	13. Mix secondary colours and shades using different types of paint.	14.Mix a range of secondary colours, shades and tones.	14. Mix a variety of colours and know which primary colours make secondary colours.		11.Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.	11.Create shades and tints using black and white.
		15.Name different types of paint and their properties.		14.Choose paints and implements appropriately.		12.Choose appropriate paint, paper and implements to adapt and extend their work.
			15. Use a developed colour vocabulary.	15.Use more specific colour language e.g. tint, tone, shade, hue.		
				16.Show increasing independence and creativity with the painting process.	12.Create imaginative work from a variety of sources.	13.Work from a variety of sources, inc. those researched independently.
						14 .Show an awareness of how paintings are created (composition).

Printing	14. Make marks in print with a variety of objects, including natural and made objects.					
	15. Carry out different printing techniques e.g. monoprint, block, relief and resist printing.	16. Print using a variety of materials, objects and techniques.	16. Print using a variety of materials, objects and techniques including layering.	17. Select broadly the kinds of material to print with in order to get the effect they want		15. Be confident with printing on paper and fabric.
	16. Make rubbings.	17. Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.		18. Research, create and refine a print using a variety of techniques. Resist printing including marbling, silkscreen and coldwater paste.	13. Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.	16. Describe varied techniques.
	17. Build a repeating pattern and recognise pattern in the environment.	18. Design patterns of increasing complexity and repetition.	17. Talk about the processes used to produce a simple print. 18. To explore pattern and shape, creating designs for printing.		14. Build up layers and colours/textures. 15. Organise their work in terms of pattern, repetition, symmetry or random printing styles.	17. Be familiar with layering prints.
					16. Choose the printing method appropriate to task.	
					17. Choose inks and overlay colours.	
						18. Alter and modify work.
						19. Work relatively independently

Textiles/collage	18. Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.	19. Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.	19. Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. 20. Name the tools and materials they have used.	19. Match the tool to the material.		20. Awareness of the potential of the uses of material.
	19. How to thread a needle, cut, glue and trim material.	20. Stitch, knot and use other manipulative skills.	21. Develop skills in stitching. Cutting and joining.	20. Combine skills more readily.	18. Join fabrics in different ways, including stitching. 19. Use different grades and uses of threads and needles.	
	20. Create images from imagination, experience or observation.			21. Refine and alter ideas and explain choices using an art vocabulary.	20. Extend their work within a specified technique.	21. To be expressive and analytical to adapt, extend and justify their work.
	21. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	21. Create textured collages from a variety of media.	22. Experiment with a range of media e.g. overlapping, layering etc.	22. Choose collage or textiles as a means of extending work already achieved.	21. Use a range of media to create collage.	22. Use different techniques, colours and textures etc when designing and making pieces of work.
		22. Make a simple mosaic.		23. Experiments with paste resist.	22. Experiment with using batik safely.	
				24. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.		

3 D form	22. Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.	23. Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.	23. Join clay adequately and work reasonably independently. 24. Construct a simple clay base for extending and modelling other shapes.	25. Make informed choices about the 3D technique chosen.		23. Develop skills in using clay inc. slabs, coils, slips, etc.
	23. Explore sculpture with a range of malleable media, especially clay.	24. Understand the safety and basic care of materials and tools	25. Cut and join wood safely and effectively.	26. Talk about their work understanding that it has been sculpted, modelled or constructed.	23. Plan a sculpture through drawing and other preparatory work. 24. Describe the different qualities involved in modelling, sculpture and construction.	24. Create sculpture and constructions with increasing independence.
	24. Experiment with, construct and join recycled, natural and man-made materials.	25. Experiment with, construct and join recycled, natural and man-made materials more confidently.		27. Use a variety of materials.	25. Use recycled, natural and man-made materials to create sculpture.	
			26. Make a simple papier mache object.			25. Make a mould and use plaster safely.
	25. Explore shape and form.			28. Show an understanding of shape, space and form.		
		26. Build a textured relief tile.	27. Plan, design and make models.			
				29. Plan, design, make and adapt models.		

Breadth of study	26. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.	27. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.	28. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.	30. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.	26. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.	26. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
	27. Use ICT	28. Use ICT.	29. Use ICT.	31. Use ICT.	27. Use ICT.	27. Use ICT.
	28. Investigate different kinds of art, craft and design.	29. Investigate different kinds of art, craft and design.	30. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	32. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	28. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	28. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.