



Knypersley' s Progressive Art curriculum

Art: EYFS and Key Stage 1

			Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.	
	Nursery	Reception	Year 1	Year 2
Use a range of materials to design and make products	M1 Explore different materials freely, in order to develop their ideas about how to use them and what to make. EAD	M1 Return to and build on their previous learning, refining ideas and developing their ability to represent them. EAD	M1 I can explore a range of mediums and discover their range of effects when designing and making a product.	M1 I can investigate different methods of designing; including drawing, investigating, evaluating and discussing to decide on methods, materials and processes.
	M2 Develop their own ideas and then decide which materials to use to express them. EAD	M2 Explore, use and refine a variety of artistic effects to express their ideas and feelings. EAD	M2 I can investigate different materials and how they can be adapted, including experimenting with pleating, cutting and folding paper and thin card to understand the difference between 2d and 3d.	M2 I can use a range of mediums to design products and decide on a preference.
	M3 Join different materials and explore different textures. EAD			M3 I can experiment with an increasingly wider range of materials to design and make products with control.

	Nursery	Reception	Year 1	Year 2
Share ideas, experience, and imagination (using drawing, painting, and sculpture)	E1 Create closed shapes with continuous lines and begin to use these shapes to represent objects. EAD	E1 Explore, use and refine a variety of artistic effects to express their ideas and feelings. EAD	IE11 I can share ideas about what art is and where it can be found.	IE11 I can observe different artists by having the opportunity of seeing real art and identifying possible inspiration behind the artist's work.
	E2 Explore colour and colour-mixing. EAD	E2 Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors,	IE12 I can work as part of a group to create a piece of work and also create art work independently.	IE12 I can make art individually and collaboratively, sharing ideas for design, technique and use of materials.



		knives, forks and spoons. PD		
	<p>E3 Draw with increasing complexity and detail, such as representing a face with a circle and including details. EAD</p> <p>E4 Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. EAD</p>		<p>IE13 I can draw from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others.</p>	<p>IE13 I can confidently use a range of shapes within my artwork to realistically represent objects.</p>
	<p>E5 Use drawing to represent ideas like movement or loud noises. EAD</p> <p>E6 Use large-muscle movements to wave flags and streamers, paint and make marks. PD</p>		<p>IE14 I can create representations of real life objects using a range of shapes.</p>	<p>IE14 I am developing my ability and understanding of drawing from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others.</p>

	Nursery	Reception	Year 1	Year 2
Develop a range of art and design techniques	<p>T1 Join different materials and explore different textures. EAD</p> <p>T2 Create closed shapes with continuous lines and begin to use these shapes to represent objects. EAD</p> <p>T3 Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. EAD</p>	<p>T1 Explore, use and refine a variety of artistic effects to express their ideas and feelings. EAD</p> <p>T2 Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. PD</p> <p>T3 Return to and build on their previous learning, refining ideas and</p>	<p>Drawing</p> <ul style="list-style-type: none"> I can hold and use a range of drawing tools such as pencils, crayons, pens and chalk with some dexterity and control to investigate marks. I can draw lines of different thickness. I can use line and shapes to represent objects seen, remembered or imagined. I can investigate tone by creating light and dark shades with a pencil. 	<p>Drawing</p> <ul style="list-style-type: none"> I can use graded pencils to explore shade. I can select a pencil based on its label (2B, 6B etc.) for a purpose. I can experiment with creating a range of textures using a variety of different marks/lines/rubber I can create observational drawings of natural or man-made objects.



T4 Use a comfortable grip with good control when holding pens and pencils. PD

T5 Use large-muscle movements to wave flags and streamers, paint and make marks. PD

T6 Explore colour and colour-mixing. EAD

T7 Use drawing to represent ideas like movement or loud noises. EAD

Drawing

- That the closer to the point that I hold my pencil the more control I have.
- How to hold a pencil using two fingers and a thumb, beginning to move away from a whole hand grasp.
- That lines can be used to make shapes and patterns.
- That shapes can be used to represent objects.
- How to add detail to my drawings e.g. adding features to a face.
- What the different emotions are and how to show them through my art work.
- How to represent ideas such as movement and loud noises through Art.

developing their ability to represent them. EAD

Drawing

- That the closer to the point that I hold my pencil the more control I have.
- How to hold a pencil using two fingers and a thumb, with increasing control.
- How to draw a simple picture using shapes and lines.



	<p><u>Painting</u></p> <ul style="list-style-type: none">• That there are different tools that can be used in Art.• The names of some of the different tools that can be used in Art (particularly when painting) e.g. brush, finger, cotton buds, sticks.• That the tools used in Art can come in different sizes.• How to describe the tools used in Art e.g. big/small.• How to use the different Art tools when painting e.g. how to paint with your finger compared to the use of a brush.• That shapes can be used to represent objects.• How to draw lines to create shapes.• What the different emotions are and how to show them through my art work.	<p><u>Painting</u></p> <ul style="list-style-type: none">• How to name the primary colours and some others.• That colours can be mixed and when it is mixed it changes.• How to explore by mixing colours.• That there are wider range of simple tools that can be used when painting e.g. brush, cotton bud, finger, stick etc.• How to use these tools to paint.• How to select the tools that I need.• To explore techniques to make paint look like different textures.	<p><u>Painting</u></p> <ul style="list-style-type: none">• I can hold a brush correctly and clean it before changing colours.• I can use a variety of painting tools including brushes, sponges, cotton buds etc. for effect.• I can confidently name the 3 primary colours.	<p><u>Painting</u></p> <ul style="list-style-type: none">• I can make different textural effects with paint. e.g. adding materials to paint, removing paint, stippling etc.• I can use white and black paint to create tones of primary colours (tint and shade).• I can use a wider range of brushes. Different sizes, different types.
	<p><u>Collage</u></p> <ul style="list-style-type: none">• That materials can feel different to others.• How to describe how the material feels e.g. soft, hard.• How to hold scissors with support.	<p><u>Collage</u></p> <ul style="list-style-type: none">• That materials and the way that they look can be changed.• That tools can be used to shape and join materials.• How to shape materials using scissors with support.	<p>N/A</p>	<p><u>Collage</u></p> <ul style="list-style-type: none">• I can learn how to make collage pictures by cutting, tearing and sticking varied papers and materials to a background.• I can sort and group materials for different purposes in different ways/shapes, i.e. texture, colour, triangles etc.• I can experiment with a range of media (paper, magazines, fabric, photocopies, crepe paper)



	<ul style="list-style-type: none">• How to make snips in materials using scissors.• That glue can be used to stick.	<ul style="list-style-type: none">• How to join materials using glue.• That there are different techniques that I can use when working with materials. e.g. cutting, tearing.• How to manipulate materials e.g. squash, squeeze, scrunch, stretch, bend, snap, twist, roll, pull, flatten.• That materials and the way that they feel can be changed.		I am beginning to experiment with texture by folding, crumpling, tearing and overlapping materials.
	<p>Sculpture</p> <ul style="list-style-type: none">• That there are different materials that I can use to build with.• The names of the different materials that I can build with.• That there are different ways that I can build – using the vocabulary of stack, up, across and next to.• How to join materials together.	<p>Sculpture</p> <ul style="list-style-type: none">• How to manipulate materials e.g. squash, squeeze, scrunch, stretch, bend, snap, twist, roll, pull, flatten.• That there are different tools that I can use to shape materials.• How to shape the materials that I am using.• How to join materials together.	N/A	<p>Sculpture</p> <ul style="list-style-type: none">• I can manipulate malleable materials in a variety of ways including rolling, cutting, pinching, stretching, smoothing and kneading.• I can manipulate and model materials to represent my idea.• I can design a 3D sculpture• I can create a 3D sculpture using clay
		<p>Printing</p> <ul style="list-style-type: none">• That to print I need to add paint and pressure to an object on a flat surface.• How to print using paint.• That I can print using a range of colours.• How to print using a colour that is fit for purpose.	<p>Printing</p> <ul style="list-style-type: none">• I can find out how to print by loading an object with paint and applying it to a surface• I can print with a range of hard and soft materials. E.g. corks, domino, pen lid, sponge, flower, feather, fruits/vegetables etc.• I can create a mono print using polystyrene.• I can print simple repeating patterns	N/A



		<ul style="list-style-type: none"> That different materials can be used to print. 	<ul style="list-style-type: none"> (Challenge) I can design and build more intricate/detailed repeated patterns. 	
		<p>Textiles</p> <ul style="list-style-type: none"> That things are made out of different materials. That different materials don't always feel the same, How to describe some materials (soft, bumpy, spiky) That I can thread beads onto strings. To use a simple weaving motion. (solid frame) 	<p>Textiles</p> <ul style="list-style-type: none"> I can begin to identify different types of textiles. I can choose fabrics based on their colour, texture and shape. I understand what weaving is and can experiment with weaving using a range of media E.g. strips of paper/card/fabrics/natural resources. I can add additional decoration to my textile products by sticking buttons, beads, feathers, ribbon etc. 	N/A

	Nursery	Reception	Year 1	Year 2
Learn about a range of artists, craft makers and designers.			A1 I know the names of some artists and can talk about their work describing how it makes me feel and whether I like it.	A1 I can discuss and describe the work of notable artists, artisans and designers and begin to recognise different techniques within their work including drawing, collage, painting, use of ICT etc.
			A2 I can create a piece of art in the style of an artist.	A2 I can use some of the studied artists to create pictures in the style of their works, copying techniques to reproduce the art work.



Art: Key Stage 2

	Year 3	Year 4	Opportunities for challenge	Opportunities for challenge
Create sketchbooks to record their observations and use them to review and revisit ideas.	S1 I can use my sketchbook as a working document which develops throughout a unit of work and inspires/informs my artwork.	S1 I can use my sketchbook as a working document which develops throughout a unit of work and inspires/informs my artwork.	I can use my sketchbook as a working document which develops throughout a unit of work and inspires/informs my artwork.	I can use my sketchbook as a working document which develops throughout a unit of work and inspires/informs my artwork.
	S2 I can use my sketchbook to explore and experiment with previously taught or new skills and techniques.	S2 I can use my sketchbook to explore and experiment with previously taught or new skills and techniques.	I can use my sketchbook to explore and experiment with previously taught or new skills and techniques.	I can use my sketchbook to explore and experiment with previously taught or new skills and techniques.
	S3 I can comment on both my own and other artists' work/skills/techniques, explaining what I like and dislike and through exploration and experimentation begin to adapt skills/techniques/effects.	S3 I can comment on both my own and other artists' work/skills/techniques, explaining what I like and dislike and through exploration and experimentation begin to adapt skills/techniques/effects.	I can comment on both my own and other artists' work/skills/techniques, explaining what I like and dislike and through exploration and experimentation begin to adapt skills/techniques/effects.	I can comment on both my own and other artists' work/skills/techniques, explaining what I like and dislike and through exploration and experimentation begin to adapt skills/techniques/effects.

	Year 3	Year 4	Opportunities for challenge	Opportunities for challenge
Improve mastery of art & design techniques	<u>Drawing</u> <ul style="list-style-type: none"> I can experiment with an extended variety of drawing tools. (Such as, graded pencils, rubbers, crayons, pastels, felt tips, chalk or charcoal, etc.) I can understand that objects can be three dimensional and can draw from different viewpoints (above, below, front, back) I can apply tone in a drawing in a simple way. (Shadow from 3D object) 	<u>Drawing</u> <ul style="list-style-type: none"> I can draw for a sustained period of time. I can develop skills of hatching and cross hatching to explore 3D work. I can draw in proportion. I can further develop my use of light/dark tones/textures/shadows within my drawing to create a realistic representation. 	<u>Drawing</u> <ul style="list-style-type: none"> I can select appropriate materials for a task (drawing media, surface etc.) I can show an awareness of composition, scale and proportion i.e. foreground, middle ground, background. I can explore colour mixing and blending techniques with graphite and coloured pencils. I can begin to develop accuracy and expression in their drawings including the human figure. I can develop close observational skills or 	<u>Drawing</u> <ul style="list-style-type: none"> I can use both wet and dry media to make different marks, lines, patterns, textures and shapes. I can express my ideas and observations and responding to advice from others to refine my artwork. I am learning to make a distinction between a working sketch and a drawing. I can confidently convey tonal and textural qualities in response to light and dark, shadows and well-lit areas I can use accuracy and expression in my



	<ul style="list-style-type: none"> • Experiment and create surface textures. 		<p>develop drawings from imagination and work on sustained, independent, detailed drawings.</p>	<p>drawings including the human figure.</p>
<p><u>Painting</u></p>	<ul style="list-style-type: none"> • I can mix primary colours to make secondary colours. • I can experiment different ways to apply paint to a surface e.g. splashing, scratching, dotting, blowing, layering etc. • I can use different types of brushes for specific purposes 	<p><u>Painting</u></p> <ul style="list-style-type: none"> • I can match and mix primary and secondary colours to make tertiary colours effectively. • I am beginning to understand that a colour wheel can be used to find harmonious, contrasting and monochromatic colour combinations. • I can understand how artists use warm and cool colour to express a mood in their work. 	<p><u>Painting</u></p> <ul style="list-style-type: none"> • I can paint using different scales. E.g. selecting thinner brushes when working on a smaller picture. • I can read and use a colour wheel when creating artwork to identify and select colours for effect. • I can use colour to express mood and feelings within my work. • I can show the effect of light and shadow, texture and tone on natural and manmade objects 	<p><u>Painting</u></p> <ul style="list-style-type: none"> • I can use acrylic paints and apply paint to board or canvas using palette knives, pieces of card, sponges and rags. • I can create large and small- scale work showing controlled techniques and the influences of different artists. • I can select and use appropriate materials and media for a purpose/effect. <p>I can select and work skilfully with a limited palette, making informed choices about the colours I use.</p>
<p><u>Printing</u></p>	<ul style="list-style-type: none"> • I can refine my mono-printing techniques by making controlled marks/patterns/motifs directly onto a printing plate to remove ink, before placing paper on top to transfer the ink. • I am beginning to widen my monoprinting skills by using a printing plate and drawing onto the back of paper controlling line and tone using tools or pressure. 	<p><u>Collage</u></p> <ul style="list-style-type: none"> • I can experiment with a range of techniques such as cutting, tearing, overlapping, folding, crumpling, tearing, fraying and layering to create images. • I can select and arrange materials/textures/colours for a purpose and justify my choices. • I can confidently manipulate materials to create an intended texture or effect. • I can experiment with creating mood, feeling, movement and areas of interest using different media. 	<p><u>Printing</u></p> <ul style="list-style-type: none"> • I can explore creating collagraph prints e.g. using card, string, wool • I can recognise what skills/techniques make an effective print. • I can make informed choices about the colours, space, lines and textures in my print. • I can master my preferred printing technique(s) to create striking visual effect. 	<p><u>Collage</u></p> <ul style="list-style-type: none"> • I can make effective and exciting choices of materials to combine visual and tactile qualities. • I can create textures (with intent) to combine visual and tactile qualities in my collage. • I can understand / explain the definition of abstract art. • I can create abstract representations when creating collage. • I can embellish a collaged surface using a variety of techniques, including drawing, painting and printing
<p><u>Textiles</u></p>	<ul style="list-style-type: none"> • I begin to colour fabric using dyes. • I can refine weaving techniques to create a closely knit/tight weave in order to create my own textile. • I can embellish my fabric using sewing skills (Running stitch-smaller eyed needles) to attach 	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> • I am beginning experiment with changing the surface texture of a malleable material by impressing and carving. • I can join clay using a slip. (E.g. Handles) • Adapt work as and when necessary. • I can use clay to create a simple 	<p><u>Textiles</u></p> <ul style="list-style-type: none"> • I can explore other ways of colouring fabric such as tie dye or dip dye. • I can experiment with resist pastes (flour and water) / Batik when dyeing fabric. • I am beginning to experiment using a basic cross-stitch/back stitch • I can embellish using more advanced 	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> • I know the difference between malleable and rigid materials. • I can plan, design, shape and form models from observation or imagination. • I can model over an armature such as rolled/scrunched newspaper paper, masking tape/parcel tape, with Papier Mache/Mod Roc



	beads, buttons etc. • I can secure a stitch when I am finished to prevent it from coming undone.	functional form such as a pinch pot.	stitching and appliqué techniques	to create a simple 3D object. • I can identify adaptations/improvements during the making process and know how my work could be developed further.
--	---	--------------------------------------	-----------------------------------	---

	Year 3	Year 4	Opportunities for challenge	Opportunities for challenge
Learn about and take inspiration from notable artists, architects, and designers.	A1 I can look at and talk about a larger array of artist's work and can study a piece to make comments on the techniques used.	A1 I can look at and talk about the work of artists who use different mediums and identify what techniques may have been used.	I can look at and talk critically about and get inspiration from the work of artists using a variety of approaches to all aspects of art.	I can show the work of those studied was influential in both society and to other artists.
	A2 I can replicate some of the techniques used by notable artists, architects or designers.	A2 I can create original pieces that are influenced by the studies of notable artists, architects or designers.	I can show and explain the influence of notable artists, artisans and designers within my own work.	I can create original pieces that show a range of influences and styles from notable artists, artisans and designers.
	A3 I can recognise features of key artistic terms/vocabulary (harmony, contrast, abstract etc.) when studying an artist's work.	A3 I can recognise artistic techniques and use a wider range of artistic terminology to describe an artist's work	I can make links between the techniques/styles/skills/mediums between an artist's work and my own.	I can confidently use a wide range of artistic vocabulary to describe my original pieces of art work.