

Progression in Learning Framework for Art and Design – KS1

Art and Design Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The overall aims for Art are 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

Subject content 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. In key stage one, 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**

Skills

Become proficient in drawing, painting, sculpture and other art, craft, and design techniques in multiple self-selected repertoires, not only ones selected by the teacher

Personal development - the growth of the reflective, thinking artist. This develops and grows over lifetimes, Develop skills in orally describing their thoughts, ideas and intentions about their work.

Knowledge

Learn great Artists, Craft & Design Learn how artists use formal elements

Artists, Craftspeople, Designers

Study famous works, learning how and when they were made. Describe the content and the feelings and emotions conveyed by the work.

Formal Elements

Learn the meaning of the words colour, line, tone, shapes, textures and patterns and begin using them in their art. Recognise when they are using formal elements and describe how they are using them.

Reflection

(Which leads to personal development) Evaluate and Analyse own and others work

Identify similarities and differences to others' workHas opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. They form opinions about the process of their work saying what went well and how they might improve it.

Make choices and decisions Compare their art to appropriate works of art recognising what is the same and what is different.

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	Interface with EYFS	Yr 1 Autumn Small Steps	Yr 1 Spring Small Steps	Yr 1 Summer Small Steps	Yr 2 Autumn Small Steps	Yr 2 Spring Small Steps	Yr 2 Summer Small Steps	Interface with KS2
Creativity		Develop and share ideas This may be coming up with an idea linked to a theme or topic they are studying.			Develop and share ideas Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make.			Understand how to develop ideas over time. Express ideas about things they want to make. Use imagination to invent and create. Select aspects of significant art to incorporate in own work.
		Experiences, Imagination Draw events and things that have happened to them, things they know and love or imagining far away, imagined places.			Experiences, Imagination Study the work of artists and cultures and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating imaginary things and places.			
Knowledge		Artists, Craftspeople, Designers Study famous works of art, learning how and when they were made. Describe the content and the feelings and emotions conveyed by the work.			Artists, Craftspeople, Designers Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level.			Learn how artists use formal elements in work to create effects, ideas and feelings. Study significant works of art.
		Formal Elements Learn the meaning of the words colour, line, tone, shapes, textures and patterns and begin using them in their art. Recognise when they are using formal elements and describe how they are using them.			Formal Elements Learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions.			
Drawing	Draws portraits, detailed pictures, landscape, buildings, and animals	Skill and Control Pupils develop their ability to use and apply the formal elements by increasing their control of line and using simple 2D geometric shapes when drawing. They explore the concept of light and dark, learning how to create both values and controlling them to make tones. They practice shading tones neatly and accurately. Pupils learn how to control the pressure of their drawing materials.			Skill and Control Greater skill and control is evident when using the formal elements to draw, e.g., using simple lines & geometric shapes to create forms. Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. Increasingly able to shade areas neatly without spaces & gaps. Identify & draw detail, texture, pattern.			Pupils should be able to draw basic lines and shapes with increasing confidence to create more complex forms. They

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		<p>Medium Pupils are shown a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils. They learn the differences and similarities between. Pupils try out new ways of making lines/marks to describe a range of surfaces, textures, and forms</p>	<p>Medium Learn to use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings.</p>	<p>should have drawn and made marks using a range of media and surfaces, drawn from observation and imagination and developed their ability to shade and colour neatly and evenly.</p>
		<p>Purpose Draw from imagination and observation.</p>	<p>Purpose Pupils have developed a sense of what they like drawing and have the opportunity to draw these, learning to improve their style from a range of sources including observation and secondary sources.</p>	
<p>Painting and mixed Media</p>	<p>Colour matches, altering tint and shade</p>	<p>Skill and Control Know different types of paint and the properties of each such as poster paint, powdered paint, block paint. Develop skills in measuring and mixing paint. Blend colours in palettes and on the paper and develop ability in applying paint skilfully. Paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish.</p>	<p>Skill and Control Develop brush control and learn to use different types of paint and painting surfaces, identifying different paintbrushes, and painting equipment. Pupils learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to measure and mix the paint needed and apply paint sensitively with control.</p>	<p>Has an increased ability to control brushes and paint to render ideas and observations. They should have used different paints and surfaces, be able to mix primary and secondary colours confidently and use different painting techniques</p>
	<p>Uses a variety of brushes and tools to create different effects</p>	<p>Techniques Know and use different types of painting surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces and say which is suitable for a give task.</p>	<p>Techniques Experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces. Learn to use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively.</p>	
	<p>Experiment use and name primary colours</p>	<p>Formal Elements Colour: Use colours imaginatively learning that colour can be used to express their thoughts and feelings. Mix and name primary and secondary colours. Tone/Form: Further develop their ability to make colours darker and lighter and how this affects form. Pattern and Texture: Paint patterns and add things to paint to make textures such as sand, grit, salt.</p>	<p>Formal Elements Colour: Develop colour mixing to make finer variations in all secondary colours. Tone/Form: Learn why light colours appear to be to us and dark objects look further away, then explore this in their art. Pattern and Texture: Create original patterns & make textures.</p>	

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		Shape/Line: Paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours.	Shape/Line: Understand the importance of outlines & paint more sophisticated shapes.	
Printing		Learn different methods of printing such as mono printing, block printing, relief printing or by etching into soft materials. They print using simple materials, card, string, foam, textured materials and paper, clay, polyprinting etc.	Use printing such as relief printing to create artwork related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print patterns with mathematical and visual precision.	Create and print more complex patterns
Design		Design and make something they have imagined or invented. This might be realising a drawing and then modelling it in three dimensions.	Pupils design & make complex forms from imagination & invention in two or three dimensions, such as inventing for problem solving or creating imaginary worlds.	Design and make art for different purposes, such as fashion, cars, toys, games and see links to creative industries.
Craft		Use collage to select and cut colours, shapes, textures, and images from a range of sources to suit ideas and purposes. Images are developed with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials are used.	Art is made in a range of experimental craft forms such as weaving, sewing, etchings, painting onto fabrics, wire, jewellery or using coloured modelling clay etc. Textiles are decorated with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found materials are used. Collage is used to select and cut colours, shapes, textures, and images from a range of sources to suit ideas and purposes.	Use collage as an art form, to explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling
Use of Technology		Learn to take photos with digital cameras taking care to frame the shot to capture the detail they want. They use simple software to edit and manipulate photos. Use simple painting software to create a picture using painting and fill tools.	Learn how to use a digital camera to frame the shot to suit their purpose and can edit them using simple software for cropping. Use painting software to edit and manipulate photos to create more complex images.	Have opportunities to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation

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3D sculpture		Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create forms to make things they have designed, invented, or seen.	Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms & make things they have designed, invented or seen & can modify & correct things with greater skill. Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.	Design and make Forms in 3D understanding how to finish and present their work to a good standard.
Reflection		<p>Identify similarities and differences to others' work Make creative decisions about the content of their work, selecting appropriate media to work with and making choices about outcomes. Develop skills in orally describing their thoughts, ideas and intentions about their work. Form opinions about the process of their work saying what went well and how they might improve it.</p>	<p>Identify similarities and differences to others' work Develop skills in verbally describing their thoughts, ideas and intentions about their work. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer critical advice to others understanding that all artists do this and give confidence and praise.</p>	Uses evaluation to understand what they need to do to improve and that all artists do this. Talk about how they could improve their work. They offer advice, confidence and praise to others..
		<p>Make choices and decisions Compare their art to appropriate works of art recognising what is the same and what is different.</p>	<p>Make choices and decisions Describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. Develop skills in orally describing their thoughts, ideas and intentions.</p>	