



Duddon St Peter's CE Primary School  
Art and Design Curriculum and Progression Map

Drawing Skills

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Holds drawing medium (pencil, chalk etc) with some control using the tripod grip.</p> <p>Close lines using some control to create a shape.</p> <p>Represent human forms and features using simple shapes from memory or observation.</p> <p>Make marks on different surfaces</p>	<p>Hold drawing mediums (pencil, chalk etc. with increasing control using a consistent grip.</p> <p>Create lines and shapes that more clearly reference a given shape or concept.</p> <p>Use a variety of drawing apparatus, they can create basic shapes that represent objects.</p>	<p>Hold the pencil close to the point for control and detail.</p> <p>Apply lines that follow basic contours and outlines of shapes from observation.</p> <p>Refine lines to make them more accurate by erasing marks and perfecting lines.</p> <p>Draw lines of different sizes and thickness.</p>	<p>Hold the pencil further towards the end for loose sketching.</p> <p>Show pattern and texture by adding dots and lines.</p> <p>Select different materials for effect.</p> <p>Create and blend different tones and gradients by changing pressure, (light, mid, dark)</p>	<p>Use a pencil at a shallow angle to produce a softer finish.</p> <p>Experiment with different grades of pencils e.g. H, B)</p> <p>Investigate hatching and cross-hatching and how lines closer together make a darker shade and lines further apart make lighter shades.</p>	<p>Choose different grades of pencil for different effects.</p> <p>Use hatching and cross hatching to show areas of light and dark.</p> <p>Use pencil pressure to make a clear difference between light, mid and dark shades with blending.</p> <p>Use an eraser to expose lighter tones to</p>	<p>Create objects in the foreground that appear larger than those in the back and mid ground.</p> <p>When drawing elements of the same object, use an accurate proportion e.g. the facial features.</p> <p>Follow the contours of shape to show its shape.</p> <p>Capture its form in a implied 3D space using directional shading.</p>	<p>Clearly shows areas of light and shadow in observational drawing based on one or several light sources.</p> <p>Shapes and lines are refined independently.</p> <p>A range of techniques are applied independently to create texture e.g. use of an eraser, stippling, cross hatching etc.</p>



<p>(cardboard, paper, wood etc.)</p>	<p>Represent a variety of colours.</p>	<p>Experiment with line. Use a variety of straight, wobbly, looped and zig-zag lines.</p> <p>Press heavier for darker tones and lighter for lighter tones.</p>	<p>Select a type of line to create an effect e.g. straight, wobbly, looped, zig zag.</p> <p>Begin to follow the contour lines of a shape when colouring in (this can be sketching pencils/coloured pencils.</p>	<p>Use different grades of pencils to show tones and textures through hatching and cross-hatching.</p> <p>Use shading to show light and dark.</p> <p>Use a variety of different materials for different effects.</p> <p>Draw objects that are correctly sized in comparison to others within an artwork.</p>	<p>show texture in an artwork.</p> <p>Identify areas of shadow and light and blend tones accurately to create soft gradients.</p> <p>Begin to explore texture in observational drawing using different techniques such as stippling.</p>	<p>Sustain a drawing over a period of time.</p> <p>Light and shadow is captured in the correct areas with knowledge of light source. Use tone to show mood (e.g. dark = melancholy)</p> <p>Show a range of techniques to create texture e.g. stippling or the use of an eraser.</p> <p>Consider perspective when creating a drawing (1 point perspective)</p> <p>Use a vanishing point to show perspective.</p>	<p>Scaling is more accurate using appropriate methods.</p> <p>Sustain drawing over many sessions, drawing for purpose (sketching, designing, final artwork)</p> <p>Create contrast within an artwork with clear control showing a smooth gradient where appropriate.</p>
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Pencil, pens and other mediums can make marks on a surface. Closing lines will make a shape. Give meanings to their drawings.</p>	<p>Talk about and explain what they have created.</p> <p>Recognise different shapes represent different things.</p> <p>Know that artists use colours carefully in their pieces.</p>	<p>When you hold a pencil close to the tip, it will increase control and detail.</p> <p>Pencil marks can be lighter or darker depending on the pressure applied.</p> <p>Refining lines means to make them more accurate.</p>	<p>Holding the pencil further towards the end creates looser sketching.</p> <p>A pencil must be used at an angle when applying different tones.</p> <p>Directional shading is moving the pencil back and forth using the contour line.</p>	<p>H pencils are hard and will produce light marks – best for technical drawing.</p> <p>B pencils are soft and will produce darker marks.</p> <p>Cross-hatching can be used to show light and dark.</p> <p>Objects closer to you seem larger than objects further away.</p>	<p>Know which pencils they must use based on their properties e.g. 2B pencil would be appropriate for mid to darker tones.</p> <p>Scale will change relative to distance and depth.</p> <p>Erasers can be used to create texture and show lighter tones.</p> <p>Texture can be manipulated via different methods and techniques such a layering, stippling and different types</p>	<p>The horizon line is a horizontal line across the paper or canvas. Objects can be affected by many light sources.</p> <p>Tone can affect the mood of an artwork. Dark = Melancholy.</p>	<p>Choose a medium by their properties based on the purpose of the artwork. E.g. liked to a certain style or movement.</p> <p>Moods are shown through different pieces of artwork.</p> <p>Can paint an object from different viewpoints using knowledge of perspective (1 point)</p> <p>Can mix black using different variations of primary colours.</p>



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### Famous Artists

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle A	Mondrian Modern	Mondrian Modern	Romero Britto Contemporary	Romero Britto Contemporary	L.S Lowry Modern	L.S Lowry Modern	Teis Albers <a href="https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-drawing/lesson-3-teis-albers/">https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-drawing/lesson-3-teis-albers/</a>	Teis Albers <a href="https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-drawing/lesson-3-teis-albers/">https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-drawing/lesson-3-teis-albers/</a>
Cycle B	Wassily Kandinsky Modern	Wassily Kandinsky Modern	Friedensreich Hundertwasser Modern	Friedensreich Hundertwasser modern	Da Vinci Traditional	Da Vinci Traditional	Edvard Munch Modern	Edvard Munch Modern

### Painting Skills

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hold painting medium (paintbrush, sponge etc.) with some control using a tripod grip.	Hold painting medium (paintbrush, sponge etc.) with increasing control, using a consistent full grip.	Explore mixing primary colours to make secondary colours.  Hold the paintbrush at the tip for	Use a paintbrush stroke in one direction to make a smooth paint line.  Begin to understand the	Use the colour wheel and colour spectrum for effect: complimentary and contrasting.	Chooses correct paintbrush grip for purpose and outcome. Closer to the tip for detail and further away for looser movements.	Follow the contours of a shape using directional brush strokes to show form with consideration of light source.	Blend colours softly with no apparent definition between values.  Use directional brush strokes with confidence



<p>Move paint on a surface using brush strokes.</p> <p>Close lines, using some control to create a shape.</p> <p>Make marks different surfaces such as cardboard and paper.</p>	<p>Create lines and shapes that more clearly reference a given shape.</p> <p>Using painting apparatus, they can create basic shapes that represent objects from observation or imagination.</p> <p>Paint on different surfaces.</p> <p>Select thick and thin brushes. Explore making colours.</p>	<p>increased control to form clear shapes.</p> <p>Apply paint lines that follow outlines of shape from observation.</p> <p>Use different tools to paint with.</p> <p>Mix primary and secondary colours with black to make deeper shades.</p>	<p>colour wheel and colour spectrum by mixing colour.</p> <p>Make lighter colours by adding white.</p> <p>Use a suitable brush to produce marks appropriate to work etc. Small brush = small marks.</p> <p>Begin to follow the contour of the shape when using directional brush strokes.</p>	<p>The application of tone shows a clear contrast between dark, mid and light.</p> <p>Blending of tones is attempted with some intervals of contrast.</p> <p>Lines and shapes can be applied with increasing accuracy, showing control using appropriate painting medium.</p>	<p>Identify areas of shadow and light and blend tones accurately to create soft gradients.</p> <p>Begin to explore texture in artwork using different techniques such as layering, differing brush strokes or varying equipment such as sponge or palette knife.</p> <p>Can blend colours using a soft and smooth gradient.</p> <p>Colours are blended with little visual appearance of intervals.</p>	<p>Clearly marks areas of light and shadow in an observational painting.</p> <p>Light and shadow is captured in the correct areas with knowledge of light source.</p> <p>Shows a range of techniques to create texture e.g. chosen surface, how the surface primed, the medium or equipment used.</p> <p>Shapes and lines are refined accurately when appropriate to artwork.</p>	<p>to create form in a painting.</p> <p>Shapes and lines are refined independently using controlled strokes.</p> <p>Can sustain painting over many sessions, drawing and painting for purpose (sketching, designing, final artwork.)</p> <p>Can create contrast within an artwork with clear control showing a smooth gradient where appropriate.</p>
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### Painting Knowledge

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know how to put an apron on.</p> <p>Name painting tools – paintbrush, paint, water, pot etc.</p> <p>Name colours red, blue and yellow.</p> <p>Know that paintbrushes, sponges, sticks etc. can be used to make marks on a surface.</p>	<p>Independently access painting resources from continuous provision.</p> <p>Name and recognise some primary colours.</p> <p>Know that when paint is mixed, it will change its colour.</p> <p>Look at and talk about their artwork (ongoing)</p>	<p>Know that red, blue and yellow are primary colours.</p> <p>Know that if the paintbrush is held more tightly, improved control will be achieved.</p> <p>Talk about ideas through drawing marks, lines and shapes.</p>	<p>Name Primary and secondary colours.</p> <p>Know how to hold a paintbrush to create smooth brush strokes.</p> <p>Know the names of different types of paint such as watercolour and acrylic paint based on its aesthetic qualities e.g. water colours are 'watery' and 'thin' and</p>	<p>Paint application on a surface shows a clear process that resembles that of the artist in study.</p> <p>Know that using a paintbrush at a shallow angle increases surface area.</p> <p>Know that paint can be layered to add texture.</p> <p>Choose correct paint brush grip for purpose</p>	<p>Knows which paintbrush to choose for an effect.</p> <p>Know that painting can be done over a sustained period of time.</p> <p>Tints are made by adding white to a colour.</p>	<p>Tones are made by adding grey to a colour.</p> <p>Shades are made by adding black to a colour.</p> <p>Know that paintbrushes can differ in appearance – know the name of: Flat brush Rounded brush Angled brush</p>	<p>Know that paint brushes can differ in appearance and purpose and can reflect a certain style, movement or symbolic meaning.</p> <p>Know that perspective will affect the aesthetic of their artwork – thus creating more or less depth.</p> <p>Know that depth in a painting affects</p>



			acrylic paint is 'thick.	e.g. holding the paintbrush with three-finger grip close to the tip to add detail.			the scale of an object and its clarity.  Can choose paint type by their: <ul style="list-style-type: none"> <li>• properties</li> <li>• purpose</li> <li>• relation to artist (authenticity)</li> <li>• relation to context or movement</li> <li>• based on the purpose of the artwork</li> </ul>
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### Artists

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle A	Jackson Pollock Modern	Jackson Pollock Modern	Franz Marc Contemporary	Franz Marc Contemporary	Paul Cezanne Traditional <a href="https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-painting/lesson-1/">https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-painting/lesson-1/</a>	Paul Cezanne Traditional <a href="https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-painting/lesson-1/">https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-painting/lesson-1/</a>	Vincent Van Gogh Traditional	Vincent Van Gogh Traditional
Cycle B	Vincent Van Gogh Traditional	Vincent Van Gogh Traditional	Jasper Johns Contemporary <a href="https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-painting/lesson-2-painting-with-colour/">https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-painting/lesson-2-painting-with-colour/</a>	Jasper Johns Contemporary <a href="https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-painting/lesson-2-painting-with-colour/">https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-painting/lesson-2-painting-with-colour/</a>	Prehistoric Art <a href="https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-painting/">https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-painting/</a>	Prehistoric Art <a href="https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-painting/">https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-painting/</a>	David Hockney contemporary	David Hockney contemporary



### Sculpture Skills

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Build models with construction toys.	Sculpt, shape, twist and bend materials to make new 3D shapes	Use rolling, cutting carving & moulding clay	Experiment adding texture using tools. e.g dots and lines	Begin to show confidence in modelling forms and structures.	Make a slip to join two pieces of clay.	Plan, design, make and adapt models.	Use frameworks such as wire and moulds to provide stability & form
Manipulate dough to make a 3D shape.	Attach and join materials using glue, tape, staples, paper fasteners	Explore using papier mâché and dough	Mould, form and shape materials to create a 3D form	Begin to investigate carving. Use pinch/ slab/ coil techniques.	Choose from and use a range of decoration techniques	Show life like qualities and real-life proportions	Combine a variety of known techniques to create form
Explore different joining techniques – PVA glue and masking tape.	Use modelling tools to shape and model materials eg clay, dough, pipe cleaners, tin foil	Impress and apply simple decorations	Use clay & other mouldable materials using coiling method		Begin to combine techniques to create finished pieces.	Construct a simple clay base for extending and modelling other shapes.	Create sculpture and constructions with increasing independence.
Experiment with 3D junk modelling e.g. house, vehicles		Shape and mould materials from observation and imagination.	Join 2 pieces of clay together.		Take a 2D drawing into a 3D form.		
Roll and sculpt shapes e.g. rolling, twisting, and coiling.	Join materials using glue	Use a combination of two or more materials to make a sculpture.					





Make impressions in clay/pastry							
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Sculpture Knowledge

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Name moulding tools – cutters, stamps, rolling pins etc.	Understand that objects can be depicted in 2D and 3D form	Know how to shape and model materials for a purpose (e.g. a mask) from observation and imagination.	Be aware of how to use the tools safely.	Begin to show an awareness of an objects perspective.	Show awareness of the effects of time upon sculptures	Know that free standing sculpture are three-dimensional objects unattached to any backdrop	Show awareness of objects having a third dimension.

Artists

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle A	Nick Bibby Contemporary	Nick Bibby Contemporary	Marco Balich Louise Bourgeois modern	Marco Balich Louise Bourgeois modern	Anthony Caro modern	Anthony Caro modern	Cai Guo-Qiang Contemporary	Cai Guo-Qiang contemporary
Cycle B	Linda Bell Nnena Kalu	Linda Bell Nnena Kalu	Rachel Whitehead contemporary	Rachel Whitehead contemporary	Barbara Hepworth modern	Barbara Hepworth modern	Louise Nevelson contemporary	Louise Nevelson contemporary

Theoretical Knowledge



Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about the paintings. Describe the colours and textures.</p> <p>Talk about different types of artwork. Describe the colours and lines.</p>	<p>Close your eyes and describe what you can remember.</p> <p>Describe the colours, textures of a painting.</p> <p>Can you build a story around the piece of art?</p>	<p>Look at a variety of pieces from the same artist.</p> <p>What different lines has the artist used?</p> <p>How does this artwork make you feel?</p> <p>What do the colours remind you of?</p> <p>Look at the sculptures. Do they tell a story? What could this story be?</p>	<p>How would you describe this piece of art to someone who hasn't seen it?</p> <p>What are your thoughts and feelings about this piece of art?</p> <p>How did you first react when you saw this artwork?</p> <p>Does your reaction change the more you look at it?</p> <p>How do you think this piece of art was made?</p>	<p>If you could interview the artist, what questions would you ask?</p> <p>Describe what you like/don't like about this artists work.</p> <p>Give the piece of art work a title. Why have you chosen this?</p> <p>Explain what you would do with this piece of art if you owned it.</p> <p>If you could change one thing about a piece of art, what would it be?</p>	<p>Discuss the subject/theme of the piece.</p> <p>Describe the artist's work to your partner.</p> <p>Explain whether very old art is still worth looking at today.</p> <p>Describe why an artist has chosen a particular medium.</p> <p>Describe how the piece of art makes them feel.</p> <p>Explain how art can take many forms.</p>	<p>Identify elements of perspective in an artist's work.</p> <p>Interpret a piece of art and compare the practice to other artists.</p> <p>Identify the purpose of colour in artwork and link to colour families.</p> <p>Make connections between a piece of artwork and their own art.</p>	<p>Identify elements of perspective in a range of artist's work.</p> <p>Interpret the content and theme of a piece of art and compare this to other artists.</p> <p>Identify the purpose of colour in artwork and link to colour families, properties and mood.</p> <p>Make connections between a range of artwork and their own art.</p> <p>Interpret an object in 3D form.</p>



				How does the art make you feel?			
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