



RPS Progression of Knowledge and Skills

Progression of Knowledge in the (Subject) Curriculum

These key concepts and vocabulary overarch our (Subject) curriculum. They are what we want our children to know by the end of Year 6. These concepts will be revisited every year in (Subject) topics and in other areas of the curriculum where appropriate.

EYFS Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

KS1 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.

KS2 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;
- 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 in the (Subject) Curriculum



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These are recorded as learning objectives in each lesson with knowledge being built upon demonstrated in success criteria and investigated through a key question. Learning in (Subject) lessons is based around many skills: (Name skills here)

Progression of Knowledge and skills in the (Subject) Curriculum			
Year Group	Autumn	Spring	Summer
Nursery	I can draw lines to enclose a space and then begin to use these shapes to represent objects.	To begin to use scissors to correctly and make snips to cut materials. To select material for a purpose.	I can explore colours and how colours can be changed.



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Key Vocabulary	Pencil, circle, square, triangle, straight line, curved line, eyes, nose, hair, ears, mouth.	Cutting, safety, snip, straight line, Curved line.	Paintbrush, red, blue, yellow, green, orange, purple, blue. Dark and light colours. Bright and dull colours.
Enrichment Opportunities			
Reception	<p>I can explore what happens when I mix colours together.</p> <p>I can talk about some of the colours I've made.</p> <p>I can use vocabulary of lighter and darker.</p> <p>I can begin to hold my paintbrush accurately.</p>	<p>I can select tools I need to shape, join and assemble materials I need.</p> <p>I can manipulate materials to achieve a planned effect.</p> <p>I can use tools safely.</p> <p>I know that different media can be combined to make new effects.</p>	<p>I can use lines and shapes to create my animal drawing.</p> <p>I can talk about the image I can create.</p>
Key Vocabulary	Mixing, light, dark, shade, bright, dull.	Cutting, safe carrying, gluing, layering, rough, soft, shiny, smooth, bright, dull.	Pencil, light, dark, straight, curved, circle, triangle, square, shading.
Enrichment Opportunities			

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Year 1	<p>To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name the primary and secondary colours; b experiment with different brushes (including brushstrokes) and other painting tools; c mix primary colours to make secondary colours; d add white and black to alter tints and shades; 	<p>To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a combination of materials that have been cut, torn and glued; b sort and arrange materials; c add texture by mixing materials; 	<p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; b use a variety of techniques, e.g. rolling, cutting, pinching; c use a variety of shapes, including lines and texture;
Key Vocabulary	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>
Key Assessment Criteria	<p>Working Towards – Beginning to use tools to paint. Can mix some colours and use some colours appropriately. Colouring some things appropriately (not all)</p> <p>Working At – Can use tools to paint (mostly using the right size brush). Can name and mix colours (predicting what secondary colours are made). Can add make some black and white tints.</p> <p>Working at Greater Depth Confidently using tools to paint consistently using the right size brush. Can name and mix colours</p>	<p>Working Towards – Is beginning to use different techniques such as tearing, cutting and gluing (may not be accurate). Is starting to arrange materials to create an image.</p> <p>Working At – Can use different techniques such as tearing, cutting, gluing with some accuracy. Can arrange materials to create recognisable images and add different textures to collages.</p> <p>Working at Greater Depth- Can confidently use different techniques such as tearing, cutting, gluing with some accuracy. Can arrange materials to create recognisable images and uses different materials for different textures.</p>	<p>Working Towards – Beginning to use malleable materials for a purpose and create sculptures from observation. Shows a basic awareness of safety when using tools. Makes attempts to use tools to carve some impressions or details (may not be accurate).</p> <p>Working At – Can use malleable materials for a purpose and create sculptures from observation. Shows an awareness of safety when using tools and can use tools to carve some impressions or details.</p>



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	predicting what secondary colours are made. Can create light and blend light and dark tints.		Working at Greater Depth- Can confidently use malleable materials for a purpose and create sculptures from observation. Shows awareness of safety when using tools and consistently uses tools to carve some impressions or details.
Enrichment Opportunities	Classroom gallery to invite in parents- would link in well with Autumn term but up to team.		
Year 2	<p>To understand 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a describe the work of famous, notable artists and designers; b express an opinion on the work of famous, notable artists; c use inspiration from famous, notable artists to create their own work and compare. 	<p>To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> a copy an original print; b use a variety of materials, e.g. sponges, fruit, blocks; c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing. 	<p>To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a draw lines of varying thickness; b use dots and lines to demonstrate pattern and texture; c use different materials to draw, for example pastels, chalk, felt tips.
Key Vocabulary	Use vocabulary related to Jan Griffier.	use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.	portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.
Key Assessment Criteria	<p>Working Towards – Can describe some similarities or differences of artwork. Is beginning to talk about likes/dislikes and thoughts and feelings in relation to artwork.</p> <p>Working At – Can share describe similarities and differences between artists work and makes links to own work. Can comment on likes and dislikes and share thoughts and</p>	<p>Working Towards – Is able to describe some patterns. Can create a simple repeating pattern.</p> <p>Working At – Can describe human and natural patterns and describe how textures feel. Can create repeating patterns and explore texture and relief through printing.</p>	<p>Working Towards – Beginning to use a variety of media for drawing. At times shows some control. Is beginning to explore different techniques and use different grade of pencil.</p> <p>Working At – Uses a variety of media for drawing and displays control when using these. Can use techniques such as cross hatching and blending. Can</p>



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	<p>feelings and describe the emotions that the art work creates.</p> <p>Working at Greater Depth- Can confidently share describe similarities and differences between artists work and makes links to own work. Can comment on likes and dislikes and share thoughts and feelings and describe the emotions that the art work creates. Can comment on ways to improve their own work.</p>	<p>Working at Greater Depth- Can confidently describe human and natural patterns and describe how textures feel. Can create repeating patterns and explore texture and relief through printing.</p>	<p>show tone by adding some light and dark areas and uses different grade of pencil.</p> <p>Working at Greater Depth- Can confidently use a variety of media for drawing and consistently displays control when using these. Uses techniques such as cross hatching and blending independently. Can show tone by adding light and dark areas and selects different grade of pencil for purpose.</p>
Enrichment Opportunities	Create a portrait gallery in the corridor- view as a year group and spot friends.		

Year 3	<p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a experiment with showing line, tone and texture with different hardness of pencils; b use shading to show light and shadow effects; c use different materials to draw, e.g. pastels, chalk, felt tips; d show an awareness of space when drawing. 	<p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use varied brush techniques to create shapes, textures, patterns and lines; b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; c create different textures and effects with paint. 	<p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a cut, make and combine shapes to create recognisable forms; b use clay and other malleable materials and practise joining techniques; c add materials to the sculpture to create detail.
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Key Vocabulary	use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.
Key Assessment Criteria	<p>Working Towards – Is using some techniques such as cross hatching and blending. Is able to draw from photos and observations. (may not be including details for WT and may not always show spacial awareness).</p> <p>Working At – Uses techniques such as cross hatching and blending. Is able to draw from photos and observations. Can show tone by showing shadow and light and dark areas. Is showing spacial awareness when creating images.</p> <p>Working at Greater Depth- Confidently uses techniques such as cross hatching and blending. Is able to draw accurately from photos and observations. Consistently shows tone by showing shadow and light and dark areas. Is showing spacial awareness when creating images.</p>	<p>Working Towards – Is able to mix and create colours-secondary and some tertiary. Can make some different tones and tints. Is starting to blend.</p> <p>Working At – Can mix colours to create light and dark shades. Can use techniques such as washing, blending and blocking. Shows purpose and control when creating work.</p> <p>Working at Greater Depth- Can confidently mix colours to create light and dark shades. Can use techniques such as washing, blending and blocking. Shows purpose and control when creating work. Is starting to consider different colours for different moods and show direction of light.</p>	<p>Working Towards – Is beginning to use tools effectively to add details when carving and shows safety awareness.</p> <p>Working At – Can use tools safely. Is starting to use use pinch,slab and coil techniques. Can finish sculptures by painting. Can apply slip neatly to join together. Can use tools effectively when carving to add details.</p> <p>Working at Greater Depth- Can use tools safely. Is able to confidently use use pinch,slab and coil techniques. Can finish sculptures by painting. Can apply slip neatly to join together. Can use tools effectively when carving to add details.</p>
Enrichment Opportunities	– e.g. Artist visit from Sara Edwards.		
Year 4	<p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> a select colours and materials to create effect, giving reasons for their choices; b refine work as they go to ensure precision; c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage. d 	<p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use more than one colour to layer in a print; b replicate patterns from observations; c make printing blocks; d make repeated patterns with precision. 	<p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> a select appropriate materials, giving reasons; b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; c develop skills in stitching, cutting and joining.

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Key Vocabulary	use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.
Key Assessment Criteria	<p>Working Towards – Is beginning to use some techniques taught. Some materials chosen appropriately but not all.</p> <p>Working At – Can apply some techniques such as overlapping, mosaic and montage effectively. Selects appropriate colours and materials and can explain choices.</p> <p>Working at Greater Depth– Can consistently apply techniques such as overlapping, mosaic and montage effectively. Selects appropriate colours and materials for maximum effect and can explain choice</p>	<p>Working Towards – Can describe human and natural patterns and can create repeating patterns.</p> <p>Working At – Can use natural or human objects to print and create repeating patterns. Can use collagraph techniques.</p> <p>Working at Greater Depth- Can confidently use natural or human objects to print and create repeating patterns. Can use collagraph techniques. May use two different overlays for effect.</p>	<p>Working Towards – Can research other artists and craftsman. Can collect ideas and practise techniques in sketchbook. Is beginning to use skills such as stitching and cutting and joining but may need support.</p> <p>Working At – Can research other artists and craftsman. Can collect ideas and practise techniques in sketchbook. Is able to use skills such as stitching and cutting and joining.</p> <p>Working at Greater Depth- Is able to take inspiration from other craftsman and artists. Can confidently use cutting and sewing skills to create an item.</p>
Enrichment Opportunities	– Trips to look at artefacts purses- West Stow trip Ensure children see purses. Create sketches/take photos of purses.		

Year 5	<p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a plan and design a sculpture; b use tools and materials to carve, add shape, add texture and pattern; c develop cutting and joining 	<p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> a add collage to a painted or printed background; b create and arrange accurate patterns; c use a range of mixed media; d plan and design a collage; 	<p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> a experiment with a range of media by overlapping and layering in order to create texture, effect and colour; b add decoration to create effect;
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	skills, e.g. using wire, coils, slabs and slips; a use materials other than clay to create a 3D sculpture;		
Key Vocabulary	use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.	use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.	use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern
Key Assessment Criteria	<p>Working Towards – Can use tools safely. Is starting to use use pinch,slab and coil techniques. Can finish sculpures by painting. Can apply slip neatly to join together. Can use tools effectively when carving to add details.</p> <p>Working At – Can use tools such as wire to create sculptures. Can confidently use techniques involving, coil and slips. Can use finishing techniques such as glaze, paint or polishing. Can use other materials to create sculpture. Working at Greater Depth</p>	<p>Working Towards – Can apply some techniques such as overlapping, mosaic and montage effectively. Selects appropraite colours and materials and can explain choices.</p> <p>Working At – Can plan and design own collage using mixed media. Can apply techniques previously taught. Can arrange collage effectively. Can make adaptations to artwork if needed.</p> <p>Working at Greater Depth- Can confidently use a variety of media to create collage. Can confidently use techniques. Can plan and design work and accurately create their own collage. Can confidently comment on their own and others artwork and make adaptations if needed.</p>	<p>Working Towards – Is able to use some basic weaving techniques. Recreates a pattern successfully.</p> <p>Working At – Is able to recreate weaving techniques and use other artists/craftsmans work to inspire their own, Can choose colours and fabrics carefully and add details to design to create effects.</p> <p>Working at Greater Depth- Is confidently able to recreate weaving techniques and use other artists/craftsmans work to inspire their own, Can choose colours and fabrics carefully. Creates a design with specific details.</p>
Enrichment Opportunities	– Art club for Year 5 students in Autumn term 2- TW.		
Year 6	<p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; b depict movement and perspective 	<p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a design and create printing blocks/tiles; b develop techniques in mono, block and relief printing; c create and arrange accurate patterns. 	<p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a create a colour palette, demonstrating mixing techniques; b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.



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	<p>in drawings;</p> <ul style="list-style-type: none"> use a variety of tools and select the most appropriate. 		
Key Vocabulary	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>
Key Assessment Criteria	<p>Working Towards – Uses techniques such as cross hatching and blending. Is able to draw from photos and observations. Can show tone by showing shadow and light and dark areas. Is showing spacial awareness when creating images.</p> <p>Working At – Is able to demonstrate WT criteria above. Can show perspective in their work. Shows awareness of proportion, scale and 3D aspects when completing observational drawings. May use viewfinders to improve observational skills.</p> <p>Working at Greater Depth- Is consistently demonstrating an awareness of proportion/scale and 3D aspects in work. Is considering perspective when creating images (even when this is not the focus).</p>	<p>Working Towards – Can use natural or human objects to print and create repeating patterns. Experiments with block printing tehcniques.</p> <p>Working At – Can use block printing technique to create a repeating pattern and use printing techniques to print onto fabric. Can use methods such as lino printing/relief printing. If possible use two different overlays.</p> <p>Working at Greater Depth Can confidently use block printing technique to create a repeating pattern and use printing techniques to print onto fabric. Can use methods such as lino printing/relief printing. Use two or three different overlays.</p>	<p>Working Towards – Can mix colours to create light and dark shades. Can use techniques such as washing, blending and blocking. Shows purpose and control when creating work.</p> <p>Working At – Is able to use a rnage of different paints (acrylic, water colour and oils paints). Mixes colours to show the direction of light. Chooses colours correctly to reflect mood.</p> <p>Working at Greater Depth- Can confidently use a rnage of different paints (acrylic, water colour and oils paints). Mixes colours to show the direction of light. Chooses colours correctly to reflect mood. Uses a range of techniques.</p>
Enrichment Opportunities	<p>– Art day in Summer term 2 (Speak to year 6 for next year)</p> <p>-Gallery visit next year??? Sainsbury centre.</p>		



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