



Art and Design Sequence of Learning

Link to [MASTER ART & DESIGN: Knowledge Progression \(2023\)](#)

EYFS - Expressive Art and Design (Art and Design , DT , Music , Drama and Role Play)					
	Area of Learning		Skills and Knowledge we want the children to have at end of EYFS	ELG	FS vocabulary
FS	<p>Expressive Art and Design:</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>FS1 Painting, drawing, collage and sculpture: Able to mix primary colours to an appropriate consistency, able to name colours, can hold a paintbrush in the palm of their hand. Draw faces with features and draw enclosed spaces, giving meaning. Able to use glue sticks, spatulas and add other materials to develop models (eg tissue paper, glitter). Music - Enjoys listening to and responds to music, talks about how music makes them feel. Explores instruments and is beginning to name them (drum, tambourine, maracas, triangle). Singing and dancing: Copies basic actions and moves to music. Learn short routines, beginning to match pace. Sings in a small group and knows some words when singing. Small world: Plays with familiar resources. Simple small world (farms, cars, trains, dolls). Starting to develop own storylines using own experiences, rhymes and stories.</p> <p>FS2 Autumn Term Painting (incl printing) : able to mix primary colours to make secondary colours Use a thick paintbrush using tripod grip Drawing: Draws people from their family and self portraits Collage: joins items with glue and tape Sculpture (form): Builds simple models incl walls, roof and towers Manipulates clay or playdough (rolls, cuts, squashes, pinches, twists) Photography: know how to use the ipad to take a photo and load onto an appropriate programme Focus Artists: Yayoi Kusama (focus orange, pumpkins and dots), Yves Klein (focus on paint and blue) Matisse (The Snail - collage). Books: Books about artists and colour mixing. Woodwork Holding nails, Using hammer, taps Music: Responds to music through movement and can identify if music</p>	<ol style="list-style-type: none"> To know how to mix colours To know some songs, rhymes and poems To be able to plan do and review their work 	<p>Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>colour shape(s) line(s) draw paint make design material describing texture and material naming different media scrunch, twist, fold, bend, roll, smooth, bending, rough, hard, weave, flexible, rigid rolls, cuts, squashes, pinches, twist</p>

		<p>is "happy, scary or sad". Uses claves to tap out pulse</p> <p>Singing: Joins in songs as a group</p> <p>Dancing: Moves in response to the music</p> <p>Role play: Accesses small world, home corner etc and takes part in role play activities with peers or adult</p> <p>Spring Term</p> <p>Painting: Add white or black paint to alter tint or shade Experiment with different brush sizes and tools to add detail Print with different resources</p> <p>Drawing: Draws people with detail (sausage limbs, body). Draws self-portrait with some appropriate features</p> <p>Collage: joins items in a variety of way: masking tape, string, ribbon</p> <p>Sculpture (form): Builds models that replicate real life. Use a variety of resources including natural.</p> <p>Photography: Knows how to use ipad to capture a specific image or element of art (eg. line, colour, space etc.)</p> <p>Artists: Barbara Hepworth and Anthony Gormley (Natural Sculpture), Matisse - The Sheaf Ansel Adams and others (Outdoor photography)</p> <p>Woodwork: Screwing and joining</p> <p>Music: Names and knows how to play a variety of instruments.</p> <p>Singing: sings in a group, matching pitch and following melody</p> <p>Dancing: Responds to and interprets music through movement</p> <p>Role play: Participates in play related to rhymes and stories and may extend and develop stories</p> <p>Summer Term</p> <p>Painting: colour match to a specific colour and shade Create patterns or meaningful painting or when printing</p> <p>Drawing: Draw self-portraits, landscapes and cityscapes.</p> <p>Collage: knows how to secure boxes, decorate bottles etc. Knows how to improve models Use appropriate language: scrunch, twist, fold, bend, roll, smooth, bending, rough, hard, weave, flexible, rigid</p> <p>Sculpture (form): Makes something with clear intentions Makes something they give clear meaning to</p> <p>Photography: use the ipad with a specific purpose in mind Use photography as part of their artwork and explain their intention(s)</p> <p>Artists: Banksy (portraits/graphics), Jackson Pollock (painting on a large scale) and Eric Carle (collage).</p> <p>Woodwork Draw and plan what going to make Measuring</p> <p>Music: Beginning to write own compositions using symbols, patterns or pictures.</p> <p>Singing: Sings by themselves, matching pitch and following melody</p> <p>Dancing: replicates dances and creates own in response to music/stimulus</p>			
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		Role play: Use imagination to develop own storylines with peers. Involves props and resources.			
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Sequence of Learning Y1 - Y6					
Year	Practical Task (including artists)	Disciplinary Knowledge Strands	Substantive Knowledge Strands	Vocabulary (Tier 3) Needs Reviewing	
				(Being an artist)	(Building an overview of art)
Year 1	Printing vs painting (animal prints)	Create Appreciate Evaluate	Practical Task Sketch Paint Sculpt/3D Collage Print	print, materials, paint, hard edge soft edge, pattern, background, colour, form, artists, craft makers, techniques, observation shape	KEY STAGE 1 line shape pattern colour texture space form visual tactile draw observation techniques process artists craft makers designers materials media medium years (dating system) Century period
	Painting vs collage (toys)	Create Appreciate Evaluate	Practical Task Sketch Paint Sculpt/3D Collage Print	collage, materials, primary colour - red, yellow and blue, texture (e.g. shiny, dull, smooth, rough, bumpy, flat, fluffy, soft), contrast, overlap, background,	

				space, outline, shape, abstract.	later earlier since long after long before at the same time as modern era pop art depth foreground background middleground contrast layer scale decorate experience imagination critique compare represents left right vertical horizontal reflect symmetrical diagonal (i.e. sloped, not the official maths meaning)
	<p>Painting (Sunflowers by Vincent Van Gogh)</p> <p>Begin to develop brush strokes and complementary colours of the colour wheel.</p>	<p>Create Appreciate Evaluate</p>	<p>Practical Task Sketch Paint Sculpt/3D Collage Print</p>	<p>Vincent Van Gogh, portrait, landscape, watercolour, post-Impressionism, similarities, differences, oil paint, oil pastels, brush strokes, wash, hatching, stippling, impasto, colour wheel, complimentary colour, contrast, print, paint, sketch</p>	<p>range sketch sculpture pottery paste pulp resist collage relief object</p>
Year 2	<p>Sponge Painting and Charcoal sketching (Great Fire of London building picture)</p> <p>Mixing paints build on Y1 colour wheel complementary colours.</p>	<p>Create Appreciate Evaluate</p>	<p>Practical Task Sketch Paint Sculpt/3D Collage Print</p>	<p>Monoprint, background, mix, effect, print, charcoal, size, light, dark, shape, tone, secondary, primary, light, dark, sketching, smudge, blend, Print, rubbing, pattern, colour,</p>	

				shape, size, irregular/regular patterns, hard and soft prints.	style mould template drawing painting printing craft model trace border brushwork animation
	Sketching and shading (penguins)	Create Appreciate Evaluate	Practical Sketch Paint Sculpt/3D Collage Print	Shading, Pencils, Colour, Light, Dark, Shadow, artificial light, natural light, tone.	
	Painting/sketching of objects on a beach (inspired by On the Beach by Picasso) Mixing colours and colour scheme - light to dark. Build on Autumn term Y2.	Create Appreciate Evaluate	Practical Task Sketch Paint Sculpt/3D Collage Print	Monoprint, background, mix, effect, print, charcoal, size, light, dark, shape, tone, secondary, primary, light, dark, sketching, smudge, blend, Print, rubbing, pattern, colour, shape, size, irregular/regular patterns, hard and soft prints.	
Year 3	Colour mixing and Printing Stoneage silhouettes on a sunset background (inspired by Lascaux) Mixing colours and colour scheme - light to dark. Build on Y2.	Create Appreciate Evaluate	Practical Task Sketch Paint Sculpt/3D Collage Print	sketch, cave art, paint, natural paint, charcoal, pencils, grades of pencils, colour, shades, hues, mix, printing, mono-printing, relief printing,	KEY STAGE 2 deconstruct perspective architects during while recently chronological approximate change

				stencils, outline, poly block, ink, brayer,	origin process Series genre portfolio culture realism surrealism Still life narrative art positive & negative space shade tone warm cool
	Observational sketching and painting plants and flowers Build on Y2 sketching & shading.	Create Appreciate Evaluate	Practical Task Sketch Paint Sculpt/3D Collage Print	Shape, pattern, texture, tone, shade, light, dark, colour, colour contrast, twisting, curling, folding, coiling paper, print, effect	primary secondary tertiary repetition complementary animation crop image etch mosaic artefact pastel acrylic oil watercolour
	Sculpting (Roman Vase)	Create Appreciate Evaluate	Practical Task Sketch Paint Sculpt/3D Collage Print	clay, pottery, vases, coil, coarse ware, fine ware, Amphorae, patterns, repeating patterns, texture, rolling, pinching, kneading, carving, smoothing,	technique process weave embroidered fabric material dye adhesive carve theme
Year 4	Sketching and shading (African tigers inc elephants too) Building on Y2 & Y3 sketching & shading.	Create Appreciate Evaluate	Practical Task Sketch Paint Sculpt/3D Collage Print	Sketching, tone, degree, texture, line, hatching, contour hatching, cross hatching, random hatching, stippling, ink	

				wash, realistic, techniques.	version purpose function interpret opinion organise construct infer clarify draft former latter phase
	Collage (3D rainforest in the style of Henri Rousseau) Build on Y1 collage	Create Appreciate Evaluate	Practical Task Sketch Paint Sculpt/3D Collage Print	Shape, pattern, texture, contrast, twisting, curling, folding, coiling paper	decline continuity influence patron Cubism Abstract Futurist Minimalist Installation art intensity gradation transition intricate
	Printing (Viking artefacts), decorating using ink Build on Y1 printing & Y1, 2 & 3 colour mixing.	Create Appreciate Evaluate	Practical Task Sketch Paint Sculpt/3D Collage Print	relief printing (raised), intaglio (cut), serigraphy (stencil/Screen), lithography (photocopier), artefact, scribe, contrast, firmly, effect, transferred, printed, print	stroke expressive horizon line frame
Year 5	Painting (Space pictures inspired by Peter Thorpe) Build on Y1 - Y4 colour mixing (paints & inks)	Create Appreciate Evaluate	Practical Task Sketch Paint Sculpt/3D Collage Print	Landscape, portrait, background, foreground, abstract, complementary colours, harmonious colours, primary colours, secondary colours, tertiary colours.	

	<p>Marbling and texturing (Volcano pictures inspired by Andy Warhol)</p> <p>Build on Y1 - Y4 colour mixing & Y2 & Y4 sketching & shading (for perspective).</p>	<p>Create Appreciate Evaluate</p>	<p>Practical Task Sketch Paint Sculpt/3D Collage Print</p>	<p>marbling texturing printing layering mixing use of colour wheel brush strokes, shape, form, space, colour, texture and pattern to develop and communicate ideas into a volcano painting inspired by the work of artists – volcanoes.</p>	
	<p>Sculpting/collage (Pharaoh's Mask)</p> <p>Build on Y1 & Y4 collage & Y3 sculpting.</p>	<p>Create Appreciate Evaluate</p>	<p>Practical Task Sketch Paint Sculpt/3D Collage Print</p>	<p>visual and tactile qualities, eg shiny, hard, solid, solidify, soft, moist, opaque drawing skills, eg outline, mark making, feathering, ombre, shading, dots, dashes, line s making skills, eg sticking, layering, spreading, sculpting/shapin g composition, eg arrangement of</p>	

				shapes, colours, lines, background, foreground	
Year 6	<p>Sculpting (Clay Poppies inspired by Peter Voulkes)</p> <p>Build on Y3 sculpting (clay)</p>	<p>Create Appreciate Evaluate</p>	<p>Practical Task Sketch Paint Sculpt/3D Collage Print</p>	<p>Bone dry, Clay, Coil, Coiling, Ceramics, Firing, Form, Glaze, Hollowing, Kneading, Kiln, Leather hard, Modelling, Pinching, Pottery, Plasticity, Recycling, Scoring, Slab, Slip, Shape, Temperature, Texture, Wedging</p>	
	<p>Layered printing/marbling (Ancient Greek picture)</p> <p>Build on Y1 (comparison of printing), Y2 (sponge printing), Y3 (cave printing), Y4 (ink) & Y5 marbling.</p>	<p>Create Appreciate Evaluate</p>	<p>Practical Task Sketch Paint Sculpt/3D Collage Print</p>	<p>visual pattern, eg repetitive, fine, block, angular, reflective, symmetrical, drawing skills, eg line, block, infill, silhouette, texture, light, dark, , hue, tint, tone, shade, mood making skills, eg etching/scraping , printing,</p>	

				scraping, sharp/blunt tools, wash, embellish, joining, sculpt composition, eg pattern, focal image, layering of elements, contrasting, harmonious	
	<p>Sketching and sculpting (Mayan Masks)</p> <p>Build on Y3 (clay sculpting) & Y5 (gummed paper sculpting)</p>	<p>Create Appreciate Evaluate</p>	<p>Practical Task Sketch Paint Sculpt/3D Collage Digital media Print</p>	<p>visual pattern, eg repetitive, fine, block, angular, reflective, symmetrical, drawing skills, eg line, block, infill, silhouette, texture, light, dark, , hue, tint, tone, shade, mood making skills, eg etching/scraping , printing, scraping, sharp/blunt tools, wash, embellish, joining, sculpt composition, eg pattern, focal image, layering of elements, contrasting, harmonious</p>	

