

Killigrew Primary and Nursery Knowledge & Skills Progression



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)	<p>Practise using smaller movements to mark make with precision and purpose.</p> <p>Start to use the correct grip when holding mark making implements.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Start to create closed shapes with continuous lines.</p> <p>Use simple colouring to</p>	<p>Use smaller movements to mark make with precision and purpose.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use a comfortable grip with good control when holding pens, brushes and pencils.</p> <p>Develop their own ideas verbally and decide which materials to use to express them.</p> <p>Begin to use shapes to</p>	<p>Experiment with a variety of media.</p> <p>Begin to control the types of marks made with a range of media.</p> <p>Draw on different surfaces.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching,</p>	<p>Begin to control the types of marks made with a range of media.</p> <p>Control the types of marks made with a range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to investigate tone by drawing light/dark lines, patterns and</p>	<p>Developing techniques to create intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material</p>	<p>Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone, understanding why they best suit.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Use sketchbooks to collect and record visual information</p>	<p>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Use sketchbooks to collect, record and plan for future works.</p> <p>Start to develop their</p>	<p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Develop their own style of drawing through: line, tone, pattern, texture.</p> <p>Use sketchbooks to collect, record and plan for future works.</p> <p>Adapt their work and describe how they might develop it further.</p>

	<p>represent different emotions.</p> <p>Create collaboratively.</p> <p>Experiment with colour using different mark making implements and mediums.</p> <p>Explain what their artwork represents.</p>	<p>represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including emotional details.</p> <p>Use a range of tools competently, safely and confidently.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>scribbling, stippling, and blending to create light/dark lines.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Produce an expanding range of patterns and textures.</p>	<p>shapes using a pencil.</p> <p>Name, match and draw lines/marks from observations.</p> <p>Continue to investigate textures and produce an expanding range of patterns.</p>	<p>for future works.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Create textures and patterns with a range of drawing implements.</p>	<p>from different sources as well as planning and collecting source material for future works.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>own style using tonal contrast and mixed media.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of view finders.</p>	<p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p>
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		<p>Share ideas, resources and skills.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Experiment with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>						
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Painting (water-colour, ready mixed, acrylic)	<p><i>Drawing and painting objectives are combined and then separated to track clear progression from the start of Nursery to the end of Reception.</i></p> <p>Nursery: Practise using smaller movements to mark make with precision and purpose.</p> <p>Reception: Choose the right resources to carry out their own plan.</p>		<p>Select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques.</p> <p>Spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context.</p> <p>Investigate mark-making using thick brushes/ sponge brushes for particular effects</p>	<p>Understand how artists use warm and cool colour using this when mixing paint to express a mood in a work.</p> <p>Represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes.</p> <p>Use different types of brushes for specific purposes</p>	<p>Create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers.</p> <p>Select from different methods to apply colour using a variety of tools and techniques to express mood or emotion.</p>			

	Use a comfortable grip with good control when holding pens and pencils. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.	Investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood Use colour and painting skills and apply surface techniques to create or suggest a place, time or season.	Explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting. Mix and use primary and secondary colours with the addition of black and white and other hues. Create a painting from designs and research to communicate an idea or emotion.	Show the effect of light and colour, texture and tone on natural and manmade objects.				
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3D (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	With adult support, explore the right resources to create an end project. Hold scissors correctly in order to make a cut in paper. Explore different materials freely, in order to develop ideas about how to use them. With support, hold different tools correctly	Choose the right resources to carry out their own plan. Use one-handed tools and equipment. Develop their own ideas and then decide which materials to use to express them. Use subject specific vocabulary to describe materials and	Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card. Use a variety of techniques, e.g. rolling, cutting and pinching. Use a variety of shapes, including lines and texture.		Cut, make and combine shapes to create recognisable forms. Use clay and other malleable materials and practise joining techniques. Add materials to the sculpture to create detail.		Plan and design a sculpture. Use tools and materials to carve, add shape, add texture and pattern. Develop cutting and joining skills, e.g. using wire, coils, slabs and slips. Use materials other than clay to create a 3D sculpture.	

	<p>and for a purpose.</p> <p>Talk about what they have learned in the past.</p> <p>Create collaboratively with adult support to include all parties and share resources.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Explain what they have created and its purpose.</p> <p>Strengthen fine motor skills by practising pinching and cutting techniques.</p>	<p>what they can be used for.</p> <p>Improve their small motor dexterity in order to use a range of tools independently. competently, safely and confidently.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Use a growing range of small tools.</p> <p>Share their creations,</p>			
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		explaining the process they have used.						
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Textiles (weaving, sewing, fabric dye/paint, batik, threads, decorations)	3D, textiles, printing and collage objectives are combined and then separated to track clear progression from the start of Nursery to the end of Reception.		Select, organise and use materials such as threads, cottons, wool, raffia, paper strips and natural fibres to make a simple craft product.		Weave in a simple loom and build constructed textile surfaces.		Show an awareness of the natural environment through careful colour matching and understanding of seasonal colours.	
			Cut threads and fibres, stitch, sew together and surface decorate using adhesive and beads or buttons.		Discriminate between fabric materials to select and assemble a constructed form.		Select and use contrasting colours and textures in stitching and weaving.	
			Weave paper or found materials to represent an image e.g. landscape, pattern or texture.		Print on fabric using a monoprint block or tile, or as part of a group using a simple stencil.		Use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image or artefact.	
					Attach different elements using stitching, using straight stitch, running or cross stitch.		Dye fabrics and use techniques to control and create a fabric image.	
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Collage (paper including paper with textures, card, tissue, fabric and tactile embellishments)			Select with thought, different materials, considering content, shape, surface and texture.		Improve skills of overlapping and overlaying to place objects in front and behind.		Select and use cutting tools and adhesives with care to achieve a specific outcome.	
			Select, sort (according to specific qualities e.g. warm, cold, shiny, smooth) and modify, by cutting, tearing with care before adding other marks and colour to represent an idea.		Experiment with creating mood, feeling, movement and areas of interest using different media.		Embellish a surface using a variety of techniques, including drawing, painting, printing and layering.	
					Use the natural / town environment as a stimulus for a		Select and use found materials with art media and adhesives to	

			Use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea.		mixed media work to convey meaning. Make a representational textured image.		assemble and represent a surface or thing.	
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Printing (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, mono-print, string)			Apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. Explore monoprinting, controlling line and tone using tools or pressure. Take rubbings from texture to understand and inform their own texture prints Repeat a pattern, randomly placed or tiled in a grid with a range of blocks. Explore and create patterns and textures with an extended range of found materials - e.g. sponges, leaves, fruit, ink pads.		Explore lines, marks and tones through monoprinting on a variety of papers to create an image. Explores images and recreates texture in a collograph print using e.g. corrugated card, string, pressprint. Explore colour mixing through printing, using two coloured inks a roller and stencil or pressprint.		Make connections between own work and patterns in the natural world. Recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone. Recreate a scene and detail remembered, observed or imagined, through collage relief 'collograph' printing. Design prints for a practical purpose e.g. fabrics, book covers, wallpaper or wrapping paper.	
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Digital Media	Use cameras and other electronic devices during role play to explore their	Use their small motor skills to use a simple electronic art	Develop the use of an art program, selecting tools to make lines, shapes and pour colours.		Use an art program to make an image corresponding to their work in other art media.		Use a digital camera to capture objects to be cut and pasted into another image to create a digital collage.	

	purpose and function.	programme to mark make. Use digital device to take a specific image for a planned project. Use a computer mouse to mark make.	Control the size of a mark and select colours, and use predefined shapes, motifs and stamps. Use a digital camera to select, capture, save and print.		Create a motif in lines and shapes, copy and paste to create a simple repeat pattern. Use a digital camera and combine a photo with drawing in a paint program.		Use a paint programme to develop virtual designs for a painting, print or 3D work. Plan, take and digitally process photographs for a creative purpose, working as part of a group.	
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Artists (focussing on cultural diversity)	Use shared art work for inspiration, copying detail.	Explore the work of an artist talking about what they like and don't like about the artwork. Recreate a similar piece of art using taught techniques.	Describe the work of famous, notable artists and designers. Use inspiration from famous, notable artists to create their own work and compare. Express an opinion on the work of famous, notable artists.		Use inspiration from famous artists to replicate a piece of work. Reflect upon our work inspired by a famous, notable artist and the development of their art skills. Express an opinion on the work of famous, notable artists and refer to techniques and effects.		Give detailed observations about notable artists, artisans and designers work. Offer facts about notable artists, artisans and designers lives. Express an opinion on the work of famous, notable artists and refer to techniques and effects.	