



Rakegate Progression of Knowledge and Skills		
Key stage 1		
Subject: A&D		
National Curriculum	Pupils should be taught to: <ul style="list-style-type: none"> • use a range of materials creatively to design and make products • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	
	Year 1	Year 2
drawing	<ul style="list-style-type: none"> • experiment drawing lines of different shapes and thickness. • begin to add some detail to drawings. • experiment using pencils and coloured pencils to show light and dark. • use texture when drawing (e.g. brick rubbings). • consolidate fine motor control using different pencils. • begin to scale drawing correctly (e.g. relative sizes in a composition). 	<ul style="list-style-type: none"> • show increasing pencil control (e.g. can draw selected detail). • use a range of tones using a single pencil. • work from direct observation and imagination. • use a range of drawing media in different ways: hatching, scribble, stippling, blending, etc. • discuss the use of shadows and the use of light and dark • draw lines of different shapes and thickness. • show pattern and texture by adding dots and lines. • show different tones using coloured pencils.
collage	<ul style="list-style-type: none"> • cut, tear and glue paper textiles and card. • begin to sort and arrange materials. • cut shapes using scissors. 	<ul style="list-style-type: none"> • use a combination of materials that are cut, torn, and glued. • sort and arrange collage materials to create texture. • cut a variety of shapes to complete a composition. • develop tearing, cutting and layering paper to create different effects.



			<ul style="list-style-type: none"> investigate texture with paper e.g. scrunching and screwing paper up to create a composition. use a range of decorative techniques
	sculpture	<ul style="list-style-type: none"> begin to experiment with line shape and texture. begin to learn how to roll, cut and mould different materials. join using modelling media. build a construction/sculpture from a variety of objects. carve into media using tools. use appropriate language to describe tools, media, etc. 	<ul style="list-style-type: none"> use a combination of shapes. use techniques such as rolling, cutting, moulding and carving. use equipment in a correct and safe way. join with confidence. use range of decorative techniques: applied, impressed, painted, etc. use simple tools for shaping, mark making, etc. construct from found junk materials. look at the work of sculptors as starting points for own work.
	painting	<ul style="list-style-type: none"> know the primary colours. mix primary colours. select the correct colour of paint for a purpose. create symbols and scribble patterns. begin to use black and white to create tints and tones. create a range of marks with a paintbrush. create texture using colour and different thicknesses of paint. work from direct observation and imagination. 	<ul style="list-style-type: none"> use thick and thin brushes. mix primary colours to make secondary. add white to colours to make tints and black to make tones. share colour charts to compare variations of the same colour. make as many tones of one colour as possible using white. darken colours without using black. create and experiment with shades of colour. recognise warm and cold colours. create washes to form backgrounds.



			<ul style="list-style-type: none"> begin to explore the relationship between colour and moods/feelings – red – angry/fire, blue – calm/seaside.
	Print	<ul style="list-style-type: none"> experiment using different printing techniques by pressing, rolling, rubbing and stamping. experiment making repeating patterns (fingerprint, sponge print, block print) take a rubbing showing a range of textures and patterns. 	<ul style="list-style-type: none"> copy prints from wallpaper and wrapping paper. use objects to create a print. (e.g. fruit vegetables and sponges) press, roll, rub and stamp to make prints. develop controlled printing against outline /within cut out shapes. develop impressed images with some detail. use relief printing. identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc. experiment with marbling, investigating how ink floats and changes with movement
	Artist study	<ul style="list-style-type: none"> copy a picture of an artist studied. describe what I can see of the work of notable artists and designers. 	<ul style="list-style-type: none"> use ideas of artists studied to create pieces. say how a piece of artwork makes me feel.



Rakegate Progression of Skills Lower Key stage 2 Subject: A&D		
National Curriculum	Pupils should be taught to: <ul style="list-style-type: none"> • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) 	
	Year 3	Year 4
drawing	<ul style="list-style-type: none"> • control a pencil with increasing confidence. • Develop sketching technique to include increased detail within work. • experiment with different types of pencils to create lines of different composition e.g. thick and thin, wavy, curved etc. (looking closely at the type of line to fit the form). • create texture through rubbings and creating surface patterns with pencils (focus on different textures). • draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink). • accurately draw people – particularly faces. • use my initial sketches as a preparation for painting • experiment using shading to show light and shadow. 	<ul style="list-style-type: none"> • use different hardness of pencils to show line, tone and texture. • solidify infill shapes with coloured pencils and can produce a range of tones with each. • express different feelings through drawing. • identify and draw the effect of light. • draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink). • accurately draw whole people including proportion and placement. • draw to the correct scale and proportion. • label my sketches to explain and add detail.
collage	<ul style="list-style-type: none"> • cut, tear collage materials for an appropriate purpose and size. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect.



		<ul style="list-style-type: none"> learn how to tessellate, mosaic and montage. 	<ul style="list-style-type: none"> use a range of coiling, overlapping, tessellation mosaic and montage. .
	sculpture	<ul style="list-style-type: none"> shape, form, model and construct from observation. use pipe cleaners/wire to create sculptures of human forms begin to combine shapes to create recognisable forms. begin to understand that texture has a purpose within sculpture. develop confidence using clay and mouldable materials adding detail and texture. 	<ul style="list-style-type: none"> shape, form, model and construct from imagination use surface patterns/ textures. investigate ways of joining clay - scratch and slip. use 'modroc'. create and combine shapes to make recognisable forms (e.g. shapes made from nets or solid materials). add materials to provide interesting detail to my sculpture.
	painting	<ul style="list-style-type: none"> use paint and equipment correctly. make a colour wheel. predict colour mixing results with increasing accuracy – referring to the colour wheel. use colour washes to build up thicker layers and paint detail. use a brush to produce marks appropriate for work e.g., teaching how to use dotting, scratching and splashing. work on a range of scales using a variety of brushes. E.g. thin brush on a small picture. begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves). experiment using a variety of brushes to produce textures and patterns. 	<ul style="list-style-type: none"> use paint and equipment correctly and with increasing confidence. use the colour wheel to mix different shades of the same colour. mix and match colours (create palettes to match images). experiment with watercolour, exploring intensity of colour to develop shades. understand how to use tints and tones - to lighten and darken with the use of black and white. competently work with different consistencies of paint use thick and thin brushes to produce lines, shapes textures and patterns. mix colour effectively for a purpose.



		<ul style="list-style-type: none"> • use water colour paint to produce a wash. 	<ul style="list-style-type: none"> • experiment creating moods using colour.
	Print	<ul style="list-style-type: none"> • create repeating and continuous patterns. • print two colour overlays. • use roller and ink printing using simple block shapes formed by children. e.g. fossil printing. • experiment printing using different materials. • explore patterns in a natural and built environment. 	<ul style="list-style-type: none"> • create tessellations patterns. • use relief and impressed printing processes. • use language appropriate to skill. • colour mix blend through overlapping colour prints. • use roller and inks and take prints from other objects. (leaves, fabric, corrugated card) to show texture. • interpret environmental and manmade patterns • use layers of two or more colours. • make printing blocks using coiled string glued to a block. • make precise repeating patterns.
	Artist study	<ul style="list-style-type: none"> • recreate original pieces using a range of techniques. 	<ul style="list-style-type: none"> • create original pieces that are inspired and influenced by notable artists and designers.



Rakegate Progression of Skills Upper Key stage 2 Subject: A&D		
National Curriculum	Pupils should be taught to: <ul style="list-style-type: none"> • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) 	
	Year 5	Year 6
drawing	<ul style="list-style-type: none"> • draw the layout of the face and figure. • experiment with shading techniques (light/dark – pencil). • Select the most suitable drawing materials for the type of drawing. • Explore and consider a variety of techniques to create effect. E.g. reflections, shadows. • Experiment drawing using a realist or impressionistic style. • Explore how lines create movement within a drawing. 	<ul style="list-style-type: none"> • use a range of drawing media (including different grades of pencil, ink, biro, pastel, charcoal etc.) • Choose a style of drawing suitable for the work. E.g. realist or impressionistic. • Use a choice of techniques to depict movement perspective shadows and reflections. • use first hand observations using different viewpoints, developing more abstract representations. • confidently draw the effect of light on objects and people from different directions. • confidently produce increasingly accurate drawings of people. • consider scale and proportion in compositions i.e. figures and faces, landscapes etc. • use mixed media in completed work
collage	<ul style="list-style-type: none"> • experiment with techniques that use contrast texture, colour and pattern. 	<ul style="list-style-type: none"> • can work directly from imagination with confidence. • mix textures rough and smooth plain and patterned.



		<ul style="list-style-type: none"> • experiment with ceramic mosaic techniques. 	<ul style="list-style-type: none"> • use ceramic mosaic materials and techniques.
	sculpture	<ul style="list-style-type: none"> • can work directly from observation with confidence. • Discuss and evaluate own work and that of other sculptors. • Increase confidence using tools to carve add shape, texture and pattern. • Learn how to use a framework to provide stability. (using wire) • Learn how to use a mould to provide form. 	<ul style="list-style-type: none"> • can work directly from imagination with confidence. • show real life qualities and real-life proportions. • use tools to carve and add shapes, texture and pattern. • use a framework confidently to provide stability. (using wire or moulds)
	painting	<ul style="list-style-type: none"> • use colours and explore their relationships – e.g. hot and cold colours. • confidently work from direct observation. • begin to use hue, tint, tone, shades and mood. • begin to explore the use of texture in colour. • Observe and discuss colours in the manmade and natural world and experiment with creating them. • build confidence when using water colour and acrylic paint. • begin to combine colours, tones and tints to enhance the mood in a piece. • begin to develop a personal style of painting drawing upon ideas from other artists. 	<ul style="list-style-type: none"> • begin to use different kinds of paints (acrylics, watercolour etc.) • replicate patterns, colours and textures in their work. • confidently work from imagination. • confidently use hue, tint, tone, shades and mood. • confidently explore the use of texture in colour. • use colour to express feelings. • use mixed media experimentations in their work. • Sketch lightly before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural and manmade world.
	Print	<ul style="list-style-type: none"> • make a two-colour print and begin to experiment with additional colours. 	<ul style="list-style-type: none"> • explore monoprinting. • combine prints to produce an end piece.



		<ul style="list-style-type: none">• experiment with screen printing (Pop Art).• create polystyrene printing blocks to use with roller and ink (Andy Warhol)• experiment the effect of layering colour.• make precise repeating patterns by creating accurate printing blocks.	<ul style="list-style-type: none">• colour mix through overlapping colour prints• produce pictorial and patterned prints.• introduce fabric block printing.• use printing techniques such as tie- dye. Create tie dye pieces combining two colours• build up layers of colours.• create an accurate pattern showing fine detail.
	Artist study	<ul style="list-style-type: none">• recreate original pieces using a range of techniques from artists, architects and designers.	<ul style="list-style-type: none">• Create original pieces that are inspired and influenced by notable artists and designers.