



**Art-Progression of Knowledge and Skills**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Making Skills</b>							
<b>Drawing</b>	Explore mark making using a range of mediums and tools.	Explore mark making, experiment with drawing lines, experiment with different media and create shapes.  Create marks in response to different stimuli such as music.	Introduce techniques such as scratching & blending to create texture. Develop skill and control with a range of drawing materials.  Explore how different marks can be used to represent words and sounds.	Develop drawing skills by drawing from direct observation, applying and using geometry to create abstract compositions.  Use tonal shading when drawing and techniques to create texture.  Use a range of drawing media.	Demonstrate observational skills and sketch objects quickly.  Add detail using shade and tone using pencils of different grades to achieve this.  Further develop understanding of geometry and mathematical proportion when drawing.	Further develop drawing from observation.  Draw using perspective, mathematical processes, design, detail and line.  Use different materials and techniques to draw the same image in different ways.	Explore gestural & expressive ways to make marks.  Explore the effects made with different materials and on different surfaces.  Learn & apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching & still life.
<b>Painting</b>	Enjoy painting and exploring different effects and tools including finger-painting.  Respond to a range of stimuli.  Use paint to express ideas and feelings.	Develop skill and control when painting.  Explore creating different effects with paint such as blowing.  Paint with expression.	Further improve skill and control when painting.  Create shades and think carefully about choice of colour.  Paint on a variety of surfaces & use a range of tools to create texture.	Increase skill & control when painting.  Consider shape, proportion & composition.  Create different textures using different parts of a brush & paint on different surfaces to create effects/ texture.	Experiment with tints and shade by adding black or white.  Use tints & shades of colour to create 3D effects.  Apply paint using techniques such as slipping, dabbing & washing.	Experiment with materials & create different backgrounds to draw/ paint onto.  Use photographs for mixed media artwork. Adapt images to create a new one.  Choose colours to represent an idea or atmosphere.	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.  Develop ideas for a final piece.  Make a personal response to the artwork of another artist.
<b>Craft, design, materials and techniques</b>	*Experiment with a range of materials and techniques such as clay and collage. *Select and arrange natural materials to make 3D artworks. *Plan ideas for what they would like to make. Explain their choices of colour, shape and textures. *Problem solve and try out solutions when modelling materials. *Investigate ways of cutting e.g. straight lines, wavy lines and zig-zags.	*Learn a range of materials and techniques such as, folding, rolling, manipulating to create 3D paper sculptures. *Explore techniques such as sketching, printing, collage, weaving- warp & weft.	*Use a range of materials to design and make products including craft, collage, printmaking, sculpture and clay. *Experiment with ways to manipulate clay such as rolling, flattening and pinching. Make surface marks in clay using a range of tools.	*Plan sculptures with drawings thinking carefully about using shapes that offer stability. *Use materials such as paper design and make products. *Think about how to scale up ideas and use larger pieces of material. *Think carefully about joins on structures e.g. slot, tabs and wrapping to ensure stability.	*Create 3D art from a range of materials including soap & wire. *Develop techniques to manipulate materials such as moulding, shaping and carving. *Produce prints using techniques such as block printing and mono printing. Think about mood/ themes and focused viewpoints. *Experiment with techniques such as Batik to create effective designs.	*Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. *Try out ideas for making a sculpture interactive. Plan an installation proposal, making choices about light, sound and display. *Explore portrait photography and exploring angles. Use photographs as a starting point for mixed media artwork. *Experiment with collagraph printing.	*Translate a 2D image into a 3D form. Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). Manipulate cardboard to create different textures. *Experiment with photography. Take a macro photo, choosing an interesting composition. Manipulate a photograph using photo editing tools. Create photomontages, repeat patterns using printing, & create digital art.

## Generating Ideas

Sketch-books	Experiment in an exploratory way.	Use sketchbooks through teacher modelling.  Use sketchbooks to record thoughts and ideas and to experiment with materials.	Use sketchbooks more effectively through further teacher modelling.  Use sketchbooks to record thoughts and ideas and to experiment with materials	Use sketchbooks to generate ideas and record thoughts and observations.  Make records of visual experiments.	Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbook.
Creating Original Art work	Talk about their ideas and explore different ways to record them using a range of media.	Explore and create ideas for purposes and intentions.	Use artist sources to develop their own original artwork.  Gaining inspiration for artwork from the natural world.	Create personal artwork using the artwork of others to stimulate them.	Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.	Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.	Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.

## Formal Elements

Colour	Name a wide range of colours. Colours can be mixed to make new colours.	Remember the primary colours- red, yellow & blue and how to mix them to create secondary colours.	Mix, apply and refine colour mixing.  Develop understanding of secondary colours and learn how to create shades.  Describe their colour selections.	Increase awareness and understanding of mixing and applying colour, including use of natural pigments.  Use aspects of colour such as tints and shades, for different purposes.	Analyse and describe colour and painting techniques in artist's work.  To mix a tint or shade by adding black or white.  Manipulate colour for print.	Select and mix more complex colours to depict thoughts and feelings.	Mix and apply colours to represent still life objects from observation.  Express feelings and emotions through colour.  Know that colours can be symbolic and have meanings that vary according to your culture and background.
Form	Learn about and explore modelling materials that can be shaped using hands or tools.	Know that three dimensional art is called sculpture.  Paper can change from 2D to 3D by folding, rolling & scrunching.	Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.	Know that 3D forms are either organic or geometric.  Further develop their ability to create 3D form in a range of materials, including drawing.	Develop their ability to describe and model form in 3D using a range of materials.  Know that simple 3D forms can be made by creating layers, by folding and rolling materials.	Further extend their ability to describe and model form in 3D using a range of materials.  Know that an art installation is often a room or environment in which the viewer 'experiences' the art around them.	Express and articulate a personal message through sculpture.  Use surface textures using different material to suggest form in 2D artwork.  Analyse and study artists' use of form.

Line	Understand lines can be curved or straight and described in simple terms such as: wiggly,' straight,' 'round'.	Drawing tools can be used in a variety of ways to create different lines.  To know that lines can represent movement in drawings.	Draw lines with increased skill and confidence.  Use lines to fill shapes, make outlines and add detail to patterns.	Express and describe organic and geometric forms through different types of line.  Use tools in different ways to create varied lines.	Learn and apply symmetry to draw accurate shapes.  Know that lines can be lighter or darker, thicker or thinner and that this can add expression or movement to a drawing.	Extend and develop a greater understanding of applying expression when using line.  Know that lines can be used by artists to control what the viewer looks at within a composition.	Deepen knowledge and understanding of using line when drawing portraits.  Develop greater skill and control.  Study and apply the techniques of other artists.
Pattern	Make a pattern with objects/colours/drawn marks and be able to describe it.	Understand patterns in nature, design and make patterns in a range of materials.  Know that pattern is a design in which shapes, colours or lines are repeated.	Learn a range of techniques such as hatching, scribbling, stippling & blending to make repeating and non-repeating patterns.  Collage materials can be used to create pattern & texture.	Understand pattern can be man-made or natural.  Experiment with surface rubbings to make patterns.	Understand patterns can be irregular and can change.  Know the starting point for a pattern is called a motif & motifs can be arranged in different ways.	Understand artists create pattern to add expressive detail to artwork.	Pattern can be created in different ways e.g. in the rhythm of brushstrokes or in repeated shapes within composition.  Create sophisticated artwork using their knowledge of pattern.
Shape	Identify simple shapes in art.	To know a range of 2D shapes and confidently draw these.  To know that paper can be shaped by cutting and folding it.	Shape collage materials to represent shapes in an image.  Understand that shapes can be organic or irregular.  Create patterns using shapes.	Understand that negative shapes show the space around and between objects.  To know that artists can focus on shapes when making abstract art.	Create geometric compositions using mathematical shapes.  Use basic shapes to form more complex shapes and patterns.	Composing original designs by adapting and synthesising the work of others.  Know that shapes can be used to place the key elements in a composition.  Analyse and evaluate artists' use of shape.	Fluently sketch key shapes of objects when drawing.  Create abstract compositions using knowledge of other artists' work.  Understand shape and space can support creating effective composition.
Texture	Use simple terms to describe what something feels like (eg. bumpy).	Know that texture means 'what something feels like'.  Know that different marks can be used to represent the textures of objects  Use materials and tools to create different textures.	Know that collage materials can represent real life textures.  Use drawing techniques such as hatching, scribbling. Stippling and blending to create surface texture.  Know that painting tools can create varied textures in paint.	Know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.	To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	Know how to create texture on different materials.  Using texture within drawings to show careful observation and understanding of illustrating different surfaces.	Explore art through a range of different textural mediums.  Experiment with techniques such as 'impasto' by applying thick layers of paint to a surface to create texture.

Tone	<p>To know that there are different shades of the same colour and use the terms 'light' or 'dark' to describe them.</p>	<p>Understand what tone is and how to apply this to their own work.</p> <p>Understand that there are many different shades (or hues) of the same colour.</p>	<p>Experiment with pencils to create tone.</p> <p>Use tone to create form when drawing.</p> <p>Experiment with different amounts of paint and water to mix hues of secondary colours.</p>	<p>Understand there are different shades of the same colour and identify colours as 'light' or 'dark'.</p> <p>Know that shading adds detail to objects and makes them appear more realistic.</p> <p>Learn rules for effective shading e.g. shade in one direction.</p> <p>Shading can include using other techniques such as hatching, cross-hatching, scribbling and stippling.</p>	<p>Use a variety of tones to create different effects.</p> <p>Understand tone in more depth to create 3D effects.</p> <p>Analyse and describe use of tone in artists' work.</p>	<p>Develop an increasing sophistication when using tone to describe objects when drawing.</p> <p>Tone can help show the foreground and background in a piece of artwork.</p> <p>Analyse artists' use of tone.</p>	<p>Increase awareness of using tone to describe light and shade, contrast, highlight and shadow.</p> <p>Manipulate tone for halo and chiaroscuro techniques.</p>
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Knowledge of Artists

Artists, craftspeople, designers	<p>Enjoy looking at and talking about art.</p> <p>Beth Cavener</p> <p>Julie Wilson</p> <p><b>Megan Coyle</b></p> <p>Purple=3D units  Pink= Craft units  Orange=Drawing units  Blue=Painting Units</p> <p><b>Highlighted</b>-Artist is a significant feature of a lesson.</p>	<p>Marco Balich  Louise Bourgeois  Samantha Stephenson  Judith Scott  <b>Cecilia Vicuna</b>  Renata Bernal  Llya Bolotowsky  Zaria Forman  Wassily Kandinsky  Bridget Riley  <b>Clarice Cliff</b>  <b>Jasper Johns</b></p>	<p>Ranti Bam  Rachel Whiteread  <b>Josef Albers</b>  Matthew Cusick  Eduardo Paolozzi  Maggie Scott  Kim Soon-Im  Susan Stockwell  <b>Quentin Blake</b>  <b>Romare Bearden</b></p>	<p>Ruth Asawa  Anthony Caro  Max Ernst  Carl Linnaeus  <b>Georgia O'Keefe</b>  <b>Maud Purdy</b></p>	<p><b>El Anatsui</b>  <b>Sokari Douglas-Camp</b>  Barbara Hepworth  <b>Magdelene Odundo</b>  Jaume Plensa  Ruth Daniels  Senanayake  Magan Carter  <b>William Morris</b>  Fernando Botero  Alberto Giacometti  Henri Matisse  Henry Moore  Ed Ruscha  Georges Seurat  Audrey Flack  <b>Clara Peeters</b></p>	<p><b>Cai Guo-Qiang</b>  <b>Zaha Hadid</b>  <b>Friedensreich Hundertwasser</b>  <b>Teis Albers</b>  Karen Rose  <b>Chila Kumari Singh Burman</b>  Njideka Akunyili Crosby  Vincent van Gogh  Frida Kahlo  Maggie Scott</p>	<p>Judith Scott  Yinka Shinobare  Nicola Anthony  <b>Louise Nevelson</b>  Joseph Cornell  <b>Derek O Boateng</b>  <b>Chuck Close</b>  Albrecht Durer  <b>Hannah Hoch</b>  Graham Holland  Edvard Munch  <b>Chris Plowman</b>  Edward Weston  <b>Dan Fenelon</b>  Diego Rivera  Leonardo Da Vinci  <b>Frank Bowling</b>  <b>Richard Brackenburg</b>  <b>David Hockney</b>  Lubaina Himid  Fiona Rae  Paula Rego  <b>John Singer Sargent</b></p>
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## Evaluation

Identifying similarities and differences to others' work	Begin to talk about artwork and compare what is the same/ different.	Recognise and describe key features of their own and other's work.	Compare other's work, identifying similarities and differences	Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).	Build a more complex vocabulary when discussing your own and others' art.	Develop a greater understanding of vocabulary when discussing their own and others' work.	Use the language of art with greater sophistication when discussing own and others art.
Reflecting	Say if they like an artwork or not.	Describe what they feel about their work and the art of others.	Describe choices and preferences using the language of art.	Reflecting on their own work in order to make improvements.	Reflecting on their own work in order to make improvements.	Regularly analysing and reflecting on their intentions and choices.	Give reasoned evaluations of their own and others work which takes account of context and intention.