

Art Knowledge and Skills Progression

	EYFS	Key Stage 1	Lower Key Stage 2		Upper Key Stage 2		
Curriculum	To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<p>To use a range of materials creatively to design and make products.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To know 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.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>To know about great artists, architects and designers in history.</p>				
	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)	<p>Explore mark Making.</p> <p>Enjoy using a variety of media</p> <p>Use and begin to control a range of media.</p> <p>Experiment with colour and shape.</p> <p>Produce lines of different thickness</p>	<p>Experiment with a variety of media.</p> <p>To draw things seen or imagined.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Find and draw different types of lines – wavy, thick,</p>	<p>Control the types of marks made with the range of media.</p> <p>Use pencil to create tone (light and dark)</p> <p>Develop skill and control with art materials including blending pastels</p>	<p>To use a range of media eg sketching pencils, charcoal, chalk.</p> <p>Develop texture and patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and</p>	<p>To use a range of media eg sketching pencils, charcoal, chalk.</p> <p>Develop techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.</p>	<p>Develop line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Develop simple perspective in using a single focal point and horizon.</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 different techniques for</p>

Art Knowledge and Skills Progression

	<p>and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>thin, broken, zig zag etc</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Draw faces putting features in the correct places</p>	<p>Sketch to make quick records.</p> <p>Continue to investigate textures and produce an expanding range of pattern.</p>	<p>other implements to draw different forms and shapes.</p> <p>Draw from observation</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p>	<p>To draw familiar objects with correct proportions.</p> <p>Develop drawings with third dimension and perspective.</p>	<p>Begin to develop an awareness of composition, scale and proportion.</p> <p>Develop close observation skills using a variety of view finders.</p>	<p>different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</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.</p>
Colour	<p>Select colours for a purpose.</p> <p>Experiment with colour mixing.</p>	<p>Name the primary colours.</p> <p>Mix primary colours to create secondary colours</p> <p>Choosing and justifying appropriate colours to reflect a theme and purpose</p>	<p>Develop their knowledge of mixing primary colours to create secondary.</p> <p>Describing their use of colour to achieve a specified intention</p> <p>Create and describe different shades/tones of</p>	<p>Develop colour mixing.</p> <p>Use different types of brush techniques to apply colour- using dotting, scratching, splashing</p>	<p>Develop colour mixing to match tint and tone.</p> <p>Manipulate colour and pattern to create prints</p> <p>Analyse and describe the use of colour within artists' work</p>	<p>Define and use more complex colours</p> <p>Select and mix colours to depict own thoughts, feelings and intentions</p>	<p>Develop colour mixing and tonal shading with colour</p> <p>Select colours to accurately reflect objects in a still life composition</p> <p>Express feelings, emotions</p>

Art Knowledge and Skills Progression

			<p>one colour using paint.</p> <p>Explore lightening and darkening paint without the use of black or white.</p>				<p>and events through colour mixing</p> <p>Recreate colours used by impressionist painters</p>
<p>Painting (watercolour, ready mixed, acrylic,)</p>	<p>Develop skill and control with painting</p> <p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p>	<p>Develop skill and control with painting</p> <p>Explore with a variety of media; different brush sizes and tools.</p> <p>Begin to control the types of marks made with the range of media.</p>	<p>Improve painting skills, developing skill and control when painting</p> <p>To paint things seen, remembered, imagined.</p> <p>To use a range of paint including watercolours, poster, powder.</p>	<p>To know complimentary colours, colour as tone, warm and cold colours.</p> <p>To use a range of paint including watercolours, acrylic, powder.</p>	<p>Develop technical mastery of painting skills</p> <p>To create different effects using a variety of tools and techniques and brush strokes e.g. bleeds, washes, scratches and splashes.</p> <p>To use a range of paint including watercolours, acrylic, powder.</p>	<p>Further improve skill and control when painting</p> <p>To mix colours to express mood, divide foreground from background, or demonstrate tones.</p> <p>To use a range of paint including watercolours, acrylic, powder.</p>	<p>Further improve skill and control when painting</p> <p>Create tonal Paintings</p> <p>To use techniques, colour and tone in appropriate ways. Eg. brushstrokes, stippling, watercolour bleeds</p>
<p>Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p>	<p>Enjoy a range of malleable media such as clay, papier Mache, Salt dough.</p> <p>Apply simple decoration.</p> <p>Cut shapes using scissors and other</p>	<p>Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.</p> <p>Shape and model materials for a purpose, e.g. pot, tile from</p>	<p>Use equipment and media with increasing confidence.</p> <p>Shape, form, construct and model from observation and imagination.</p>	<p>Use equipment and media with confidence.</p> <p>Join two parts successfully.</p> <p>Construct a simple base</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Make a slip to join two pieces of clay.</p> <p>Decorate, coil, and produce marquettes</p>	<p>Work in a safe way, caring for equipment. Secure work to continue at a later date.</p> <p>Show experience in combining pinch, slabbing and coiling to</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Model and develop work through a</p>

Art Knowledge and Skills Progression

	<p>modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>observation and imagination.</p> <p>Continue to Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Explore carving as a form of 3D art</p>	<p>for extending and modelling other shapes.</p> <p>.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Use pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique</p>	<p>confidently when necessarily.</p> <p>Model over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and man-made materials to create sculptures. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Adapt work as and when necessary and explain why</p>	<p>produce end pieces.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Confidently carve a simple form.</p> <p>Discuss and evaluate own work and that of sculptors.</p>	<p>combination of pinch, slab, and coil.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Confidently carve a simple form.</p> <p>Discuss and evaluate own work and that of sculptors.</p>
<p>Printing</p> <p>(found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string)</p>	<p>Enjoy taking rubbings: leaf, brick, coin.</p> <p>Simple pictures by printing from objects.</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge.</p> <p>Demonstrate experience at</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge.</p> <p>Demonstrate experience at</p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono-printing</p>	<p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric printing.</p>	<p>Use tools in a safe way</p> <p>Continue to gain experience in overlaying colours.</p>	<p>Develop ideas from a range of sources.</p> <p>See positive and negative shapes.</p> <p>Demonstrate experience in a</p>

Art Knowledge and Skills Progression

	<p>Develop simple patterns by using objects.</p> <p>Enjoy using stencils to create a picture</p>	<p>impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p>	<p>impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image</p> <p>Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing.</p> <p>Experiment with overprinting motifs and colour.</p>	<p>and relief printing.</p> <p>Demonstrate experience in 3 colour printing.</p> <p>Explore 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>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Expand experience in 3 colour printing.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p>	<p>Start to overlay prints with other media.</p> <p>Use print as a starting point to embroidery.</p> <p>Show experience in a range of mono print techniques.</p>	<p>range of printmaking techniques.</p> <p>Describe techniques and processes.</p> <p>Develop their own style using tonal contrast and mixed media.</p>
<p>Textile (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)</p>	<p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Show experience in simple stitch</p>	<p>Begin to identify different forms of textiles.</p> <p>Explain how to thread a needle and have a go.</p>	<p>Begin to identify different forms of textiles.</p> <p>Match and sort fabrics and threads for colour, texture,</p>	<p>Show an awareness and name a range of different fabrics.</p> <p>Use a variety of techniques, e.g.</p>	<p>Plan a design in a sketchbook and execute it.</p> <p>Use a technique as a basis for stitch embroidery.</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p>	<p>Use a number of different stitches creatively to produce different patterns and textures.</p>

Art Knowledge and Skills Progression

	<p>work.</p> <p>Show experience in simple weaving: paper, twigs.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p>	<p>Have some experience of weaving and understand the process and some techniques.</p> <p>Begin to identify different types and textures of fabric and materials for collage.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p>	<p>length, size and shape.</p> <p>Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go.</p> <p>Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Gain experience in applying colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee</p>	<p>printing, dyeing, weaving and stitching to create different textural effects</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Continue to gain experience in applying colour with printing.</p> <p>Explore using resist paste and batik.</p> <p>Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p>	<p>Apply decoration using needle and thread: buttons, sequins.</p> <p>Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Change and modify threads and fabrics, Use language appropriate to skill and technique.</p>	<p>Demonstrate experience in 3D weaving.</p> <p>Produce two colour tie dye.</p> <p>Continue to gain experience in batik- use more than one colour.</p> <p>Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye.</p> <p>Show awareness of the skills involved in aspects such as knitting, lace making.</p> <p>Change and modify threads and fabrics, Use language appropriate to skill and technique</p>	<p>Work in 2D and 3D as required.</p> <p>Design, plan and decorate a fabric piece.</p> <p>Recognise different forms of textiles and express opinions on them.</p> <p>Use language appropriate to skill and technique</p>
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