



Art Progression of knowledge and skills

Art - Appraise and Evaluate									
EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>To express ideas and feelings through making marks, and sometimes give a meaning to the marks they make</p> <p>To manipulate and play with different materials</p> <p>To use their imagination as they consider what they can do with different materials</p>	<p>To explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>To develop their own ideas and then decide which materials to use to express them</p> <p>To show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p>	<p>To explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>To return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>To create collaboratively sharing ideas, resources and skills</p>	<p><i>Share their creations, explaining the process they have used; - (ELG)</i></p>	<p>To describe what they can see in an artists' work</p> <p>To say if they like or dislike an artists' work</p> <p>Begin to imitate some of the artists ideas</p> <p>Express their feelings and opinions about their art.</p>	<p>Explain what they like or dislike about an artists' work</p> <p>Compare two pieces of art and notice similarities and differences</p> <p>Create artwork in response to another artists' work</p> <p>Compare their artwork the artists and say what they have done well.</p> <p>Present their work and reflect and share their views ("I enjoyed... This went well").</p>	<p>Describe an artists' work by discussing shapes, colours and medium used</p> <p>Explore and describe work from different time periods</p> <p>Recognise what mood the artist was thinking and feeling</p> <p>Suggest reasons why the artist has created the piece of work.</p>	<p>Evaluate the strengths and weakness of an artists' work</p> <p>Give opinions with reasons about the artists' work</p> <p>Replicate and create original pieces influenced by the artists techniques</p>	<p>Understand how artists use different media and how this can be combined and work together</p> <p>To discuss details (including own sketches) of the style of notable artists and designers</p> <p>To critically evaluate the work of other's and their own with reasons</p> <p>Create original artwork inspired by an artist and their influences</p>	<p>To discuss and show how the artists' work influenced society</p> <p>To critically evaluate the work of other's and their own with suggestions of improvements</p> <p>Create original pieces that show a range of styles and influences</p>



Art – Using a sketchbook									
EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
				<p>Understand that a sketchbook is owned by the pupil for experimentation and exploration</p> <p>Begin to demonstrate their ideas through sketches</p> <p>Show exploration and experimentation using a variety of media to develop techniques thorough mark making, printing, painting</p> <p>Plan their art using a range of techniques sketches / notes / discussions</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them</p> <p>Create links with an artist and show this in their sketchbooks through visual notes</p> <p>Explain how other artists' have used different techniques e.g. shape, colour, pattern</p> <p>To record exploration and experimentation of the qualities of different media.</p> <p>Use their sketchbooks as a mode to record emotions and feelings</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them</p> <p>Deconstruct and discuss an original artwork expressing feelings.</p> <p>Create notes in their sketch books about techniques used by artists</p> <p>Collect information, sketches and techniques</p> <p>Annotate sketches to explain ideas</p> <p>Suggest improvements to their work by keeping notes in their sketch books</p> <p>Explore the qualities of the media that is studied.</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook</p> <p>Use their sketch books to adapt and improve their original ideas</p> <p>To collect and arrange sketches, mediums, techniques and information</p> <p>Create notes about the purpose of their work in their sketch books</p> <p>To adapt and refine ideas as they progress using annotations</p>	<p>Embed that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook</p> <p>Use their sketchbooks as a mode to record the learning journey</p> <p>To imaginatively develop ideas that explore a theme</p> <p>To present collected information, sketches and resources imaginatively in sketchbooks</p> <p>To experiment and practice using a range of materials to develop ideas further, building and recording their knowledge visually</p> <p>To compare sketchbook ideas and give supportive and constructive feedback on peer's development</p>	<p>Embed that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook</p> <p>Imaginatively and thoughtfully develop their ideas from starting points.</p> <p>To record detailed notes and quotes explaining their drawings and ideas</p> <p>To comment on changing ideas using visual language as they progress</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied</p> <p>To spot the potential in unexpected results to develop ideas further</p> <p>Explore ideas relating to design e.g. inspiration, source, materials, textures, colours, mood, lighting</p>



Art - Drawing									
EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>To start to make marks intentionally</p> <p>To express ideas and feelings through making marks, and sometimes give a meaning to the marks they make</p>	<p>To draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>To explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>To create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>To use drawing to represent ideas like movement or loud noises</p> <p>To use a comfortable grip with good control when holding pens and pencils</p>	<p>To use skin colour tones pencils to draw a self-portrait</p> <p>To use charcoal to draw Guy Fawkes</p> <p>To use drawing pencils to draw features of wildlife (Robins)</p> <p>To use sketching pencils for an observational drawing</p>	<p>Safely use and explore a variety of materials, tools and techniques , experimenting with colour, design, texture, form and function; - (ELG)</p>	<p>Understand drawing is a physical activity and emotional activity and that when we draw we can move our whole bodies</p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects</p> <p>Draw using a wide range of pencils, charcoal's, crayons, coloured pencils and pastels</p> <p>Draw different lines e.g. wavy, thick, thin</p> <p>Begin to control lines to create simple drawings from observations</p> <p>Know how to use a range of drawing media in different ways</p> <p>Work from their imagination</p>	<p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line</p> <p>Understand that we can use different media sometimes combined in one drawing to create a single piece of art.</p> <p>Use simple lines & geometric shapes to create forms</p> <p>Make drawings that focus on adding detail, patterns or texture</p> <p>Shade neatly without any gaps or spaces</p> <p>Begin to use different grades of pencil (hard and soft)</p> <p>Control pressure when using drawing implements to create lighter or darker tones and marks.</p>	<p>Understand charcoal and earth pigment were our first drawing tools as humans</p> <p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale</p> <p>Understand the different grades of pencil and when to use them.</p> <p>Use shading techniques to create depth and texture.</p> <p>Use charcoal, pastels and pencils and begin to blend and smudge</p> <p>To show expression in their drawing</p> <p>Draw from observation and imagination in small and large scale.</p>	<p>Understand that their are different styles of drawing depending on the function or purpose e.g. sketching, quick drawing, more technical drawing.</p> <p>Draw using lines, tone and texture</p> <p>Organise lines, tone and shape to represent figures, patterns and forms of movement</p> <p>Begin to Consider scale and proportion when drawing</p> <p>Use colour to convey a mood</p> <p>Understand the difference between drawing quick, light lines for sketching & more deliberate, measured lines</p> <p>Select different techniques for different purposes: shading, hatching, etc.</p> <p>Use sketching to show light and shadow within pictures</p>	<p>Understand that drawings can be purely decorative or hold symbolic significance. They can be personal or cultural.</p> <p>Understand that artists use techniques within their drawing to demonstrate a sense of distance.</p> <p>Develop blending skills to create light shadow and texture.</p> <p>Use drawing pencils, to become experienced in elements - pattern, texture, line, shape, form and space.</p> <p>Develop a sense of drawings that show expressions or emotions.</p> <p>Begin to choose techniques to help depict shadows and reflections</p> <p>Know how to create a sense of distance – fore/back and middle ground and proportion in a drawing</p>	<p>Understand that there are technical processes we can use to help us see, draw and scale up our work.</p> <p>Understand that Still life drawing is the given to the genre of drawing real life objects</p> <p>Understand that designers create fonts and work with Typography</p> <p>Use a range of different lines to represent movement and form</p> <p>Choose techniques to help depict perspective, shadows, reflections and a light source</p> <p>Explain why they have chosen specific drawing techniques</p> <p>Communicate ideas through sketches and convey a sense of individual style</p> <p>Create fonts inspired by objects/elements around you.</p>



Art - Painting									
EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>To explore paint, using fingers and other parts of their bodies as well as brushes and other tools</p> <p>To explore different materials, using all their senses to investigate them</p>	<p>To explore colour and colour mixing</p> <p>To create closed shapes with continuous lines and begin to use these shapes to represent objects</p>	<p>To paint self-portraits using already mixed poster paints</p> <p>To mix primary colours into secondary colours</p> <p>To use water colour tins to create a wash for a background</p> <p>To mix different shades using block paints</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - (ELG)</p> <p>Share their creationsexplaining the process they have used; - (ELG)</p> <p>Make use of props and materials when role playing characters in narratives and stories (ELG)</p>	<p>Understand we can use a variety of brushes, holding them in a variety of ways to make marks</p> <p>Understand is a media which can be used to create artwork</p> <p>Name and identify primary and secondary colours</p> <p>To be able to mix colours to create a range of secondary colours</p> <p>Use different brushes to create brushstrokes</p> <p>Interpret an object through painting</p> <p>Explore different ways of applying paint e.g. sponges</p>	<p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making.</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues.</p> <p>Mix paint experiment and create hues of secondary colour</p> <p>To use mixed media by making paintings and drawing over the top</p> <p>Control a brush to create shape and detail.</p> <p>Create a wash for backgrounds.</p> <p>Use a range of brushes to create different effects</p> <p>Learn to use different techniques to create effects such as spattering, stippling, dripping, blending, impasto, sgraffito</p>	<p>Understand that paint acts differently on different surfaces</p> <p>Understand that we can create imagery using natural pigments.</p> <p>Mix a range of colours in the colour wheel without using white or black</p> <p>Create palettes to match images</p> <p>Identify what colours work well together</p>	<p>Understand that landscape painting is the given to the genre of painting what you see in the environment</p> <p>That landscape is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today</p> <p>Mix and match colour for a specific purpose</p> <p>Lighten and darken tones using black and white</p> <p>Know how to use shade to create depth in a painting</p> <p>Experiment with watercolour, exploring intensity of colour to develop shades, textures and reflections</p> <p>Create atmosphere with tones of colour</p> <p>Add finer detail with small brushes</p>	<p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place or scene.</p> <p>Explore the properties of different paints</p> <p>Mix different thickness of paints</p> <p>Use layers of paint to add detail</p> <p>Add texture to paint</p> <p>Use a variety of brush techniques combined with paint quality to create texture, line and shape</p>	<p>Understand That there is a relationship between 2d shape and pattern and 3d form and function.</p> <p>Develop a personal painting style, choosing preferred techniques and medium</p> <p>Choose colours with thought and reason to create a desired mood and effect</p> <p>Have a strong understanding of colour theory and how to use it to create a balanced painting</p> <p>Produce a painting that captures the colour, tone & texture</p>



Art - Collage									
EFYS - Birth to Three Years	EFYS – Three & Four Years	EFYS - Reception	EFYS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>To explore different materials, using all their senses to investigate them</p> <p>To manipulate and play with different materials</p>	<p>To join different materials and explore different textures</p> <p>To explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>To develop their own ideas and then decide which materials to use to express them</p> <p>To create closed shapes with continuous lines and begin to use these shapes to represent objects</p>	<p>To cut and glue a variety of materials; tissue, paper, fabric, plastic</p> <p>To cut and glue a variety of materials; tissue, paper, fabric, plastic</p> <p>To arrange shapes in the style of a trail</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - (ELG)</p> <p>Share their creations, explaining the process they have used; - (ELG)</p> <p>Make use of props and materials when role playing characters in narratives and stories (ELG)</p>	<p>Understand collage is the art of using elements of paper to make images.</p> <p>Begin to tear, cut and glue materials</p> <p>Sort and arrange materials by either colour or texture</p>	<p>Understand that we can combine different materials within a collage and the effect this has on the outcome.</p> <p>Interpret an object through collage</p> <p>Choose and use different materials on their collage and explain why</p> <p>Sort and arrange materials to create textures</p> <p>Apply a range of different kinds of media to embellish and add details on their collage</p> <p>Overlap material - on top / underneath to create different effects</p>	<p>Understand that we can combine collage with other disciplines to create a piece of art.</p> <p>Use collage as a tool to develop a piece in mixed media</p>	<p>Understand how individuals can create their own part of a collage and how this comes together to form a montage.</p> <p>Use overlapping and layering to create a 3D effect</p> <p>Create backgrounds and foregrounds using different materials</p> <p>Collect work to create a collaborative montage</p>	<p>Understand how the choice of materials can effect the mood of piece of art.</p> <p>Experiment with patterns and materials</p> <p>Develop a variety of textures to link to the mood of the art created</p>	<p>Understand how mixed media can enhance the overall effectiveness of a piece of art.</p> <p>Combine pattern tone and shape into their collage</p> <p>Apply knowledge of collage and use as a tool as part of a mixed media project</p> <p>Justify why they have chosen specific materials</p>



Art - Sculpture									
<p>To explore different materials, using all their senses to investigate them</p> <p>To manipulate and play with different materials</p>	<p>To explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>To develop their own ideas and then decide which materials to use to express them</p>	<p>To use fingers and tools to push, poke, shape, flatten, roll, cut when using playdough</p> <p>To pinch, poke and scrape clay to create an effect</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - (ELG)</p> <p>Share their creations, explaining the process they have used; - (ELG)</p>	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Begin to use a variety of materials (rolled up paper, straws, cardboard, or boxes) to create 3D form</p> <p>Begin to use techniques such as cutting, sticking and moulding</p> <p>(Medium – cardboard and paper)</p> <p>Skills developed through DT</p>	<p>Understand when we make sculpture by adding materials it is called Construction</p> <p>Use cardboard, boxes and paper tubes to create a specific 3D form</p> <p>Use Glue and tape to add parts to their sculpture</p> <p>Finish a sculpture using paint using paint effects e.g. brushing and sponging..</p> <p>Select and apply different materials to create raised textures</p> <p>(Medium - cardboard and paper)</p> <p>Skills developed through DT Making Cars and Bug hotels</p>	<p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process)</p> <p>Mould, form and shape and bond materials to create a 3D form.</p> <p>Apply a smooth surface to a sculptural form</p> <p>Create texture and shape through adding layers</p> <p>Work collaboratively to create a large sculptural form</p> <p>Mould, form and shape clay</p> <p>Experiment with simple tools and objects to impress and shape</p> <p>(Medium - clay)</p>	<p>To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right.</p> <p>Experiment with and combine materials and processes to design and make 3D form</p> <p>Transform a 2D drawing into a 3D form</p> <p>Apply line and shape to their work</p> <p>Apply bonding techniques to add parts onto their sculpture</p> <p>Develop confidence working with clay adding greater detail and texture</p> <p>Investigate ways of joining clay - scratch and slip</p> <p>(Medium - Clay)</p>	<p>Understand that sculptures can be finished in a range of different materials to improve the overall effect of the sculpture.</p> <p>Design and create sculpture, both small and large scale</p> <p>Interpret an object in a 3D form</p> <p>Develop an understanding of different ways on how to finish a sculptural form e.g. paint, polish, glaze</p> <p>(Medium – Modroc)</p>	<p>Understand that artists reinvent. Understand that as different materials, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future.</p> <p>Use frameworks and nets to create stability and form</p> <p>Choose tools and materials appropriately to enhance a vision</p>



Art - Printing									
EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
To explore different materials, using all their senses to investigate them	To explore different materials freely, in order to develop their ideas about how to use them and what to make	To use a variety of materials; corks, fingers, sponges, string, everyday objects to print	<p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - (ELG)</i></p> <p><i>Share their creations, explaining the process they have used; - (ELG)</i></p>	No new PRINTING skills	<p>Understand prints are made by transferring an image from one surface to another</p> <p>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet</p> <p>Create a simple mono Print onto paper</p> <p>Develop mono printing by mixing colours</p>	<p>Understand what is meant by repeating patterns and symmetrical patterns</p> <p>Understand relief prints are made when we print from raised images (plates)</p> <p>Create precise and repeating patterns</p> <p>Create relief printing blocks using polystyrene</p> <p>Replicate patterns observed in nature or built environment</p>	No new PRINTING skills	No new PRINTING skills	<p>Create accurate and detailed patterns using different prints and reliefs</p> <p>Use overprinting</p>



Art - Textiles (DT cross over)									
EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>To explore different materials, using all their senses to investigate them</p> <p>To manipulate and play with different materials</p>	<p>To join different materials and explore different textures</p> <p>To explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>To develop their own ideas and then decide which materials to use to express them</p>	<p>To create a felt wintery scene with an Artist</p> <p>To use cottons to thread /weave in and out of holes and to use Brusho to colour fabrics</p>	<p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - (ELG)</i></p> <p><i>Share their creations, explaining the process they have used; - (ELG)</i></p> <p><i>Make use of props and materials when role playing characters in narratives and stories (ELG)</i></p>	<p>No new skills</p>	<p>Identify and discuss when patterns are used in textile design & what patterns they can see</p> <p>Use a range of fabrics to weave a pattern</p> <p>Bond separate fabrics together</p> <p>Build an image using fabrics</p>	<p>Using simple stitching, using straight stitch, running or cross stitch to create a pattern or add elements</p> <p>Use dye or paint to colour fabrics and create a pattern or image.</p> <p>Layer different materials using glue and stitches</p>	<p>No new skills</p>	<p><i>Understand that artists can help shape the world for the better</i></p> <p><i>Understand how different fabrics affect the aesthetics of a piece of art (texture, form and depth)</i></p> <p>Use artists to influence their textile designs</p> <p>Transfer a drawing into a textile design</p> <p>Explore a range of textures using textiles</p> <p>Include both visual and tactile elements in their work</p> <p>Experiment with a range of stitches</p>	<p>No new skills</p>



Art - Printing									
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To explore different materials, using all their senses to investigate them	To explore different materials freely, in order to develop their ideas about how to use them and what to make	To use a variety of materials; corks, fingers, sponges, string, everyday objects to print	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - (ELG)</p> <p>Share their creations, explaining the process they have used; - (ELG)</p>	No new PRINTING skills	<p>Understand prints are made by transferring an image from one surface to another</p> <p>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet</p> <p>Create a simple mono Print onto paper</p> <p>Develop mono printing by mixing colours</p>	<p>Understand what is meant by repeating patterns and symmetrical patterns</p> <p>Understand relief prints are made when we print from raised images (plates)</p> <p>Create precise and repeating patterns</p> <p>Create relief printing blocks using polystyrene</p> <p>Replicate patterns observed in nature or built environment</p>	No new PRINTING skills	No new PRINTING skills	<p>Create accurate and detailed patterns using different prints and reliefs</p> <p>Use overprinting</p>



Art - Digital Media (Computing cross over)									
EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	To use the camera and digital devices to take photos	To use I-pads and cameras to video and photograph their work	<p>Share their creations, explaining the process they have used; - (ELG)</p> <p>Make use of props and materials when role playing characters in narratives and stories (ELG)</p>	<p>Capture simple images using a range of technologies and share with others e.g. portraits</p> <p>Create an image in a simple graphics application using the paint tools e.g. shapes, brushes and eraser</p>	<p>To combine a range of basic tools in a graphics application effectively to create a digital piece of art</p> <p>Understand and create simple on screen animations</p> <p>Capture images or videos and add these images to a document or project.</p> <p>Manipulate an image using various digital tools</p>	<p>Capture and enhance new and existing digital images to communicate ideas</p> <p>Create a piece of art work which includes the integration of digital images they have taken</p> <p>Create 2D graphic representations using shapes</p>	<p>Present a collection of work on a slide show</p> <p>Use a green screen to take an image or video</p> <p>Use a combination of different digital brush styles to create a picture.</p>	<p>Plan and create, then evaluate a short stop go animation, film, with a titles, credits and audio backing track.</p> <p>Create simple 3D graphics using a CAD application.</p>	<p>Take digital photos, use software to alter them and adapt them and use them to aid design.</p> <p>Create simple 3D graphics using a CAD application.</p>