



## Progression of Knowledge and Skills in Art



	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Artists</b>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>– Begin to use a variety of mark making tools safely</li> <li>– Use drawings to tell a story</li> <li>- Investigate different lines</li> <li>– Explore different textures through marks</li> <li>- Encourage accurate drawings of people</li> </ul>	<ul style="list-style-type: none"> <li>– Extend the variety of drawings tools</li> <li>– Explore different textures</li> <li>– Observe and draw landscapes</li> <li>– Observe patterns</li> <li>– observe anatomy (face and body)</li> </ul>	<ul style="list-style-type: none"> <li>-Experiment with tools and surfaces</li> <li>– draw as way to record experiences and feelings</li> <li>– discuss use of shadows, use of light and dark</li> <li>– Sketch to make quick records</li> </ul>	<ul style="list-style-type: none"> <li>-Experiment with the potential of various pencils (HB, lead etc.)</li> <li>– close observation</li> <li>– initial sketches as a preparation for painting</li> <li>– accurate drawings of people, particularly faces</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and draw the effect of light (shadows)</li> <li>– scale and proportion</li> <li>– accurate drawings of whole people including proportion and placement</li> <li>– Work on a variety of scales</li> </ul>	<ul style="list-style-type: none"> <li>-effect of light on objects and people from different directions</li> <li>– interpret the texture of a surface</li> <li>– produce increasingly accurate drawings of people</li> <li>– concept of perspective</li> </ul>	<ul style="list-style-type: none"> <li>-effect of light on objects and people from different directions</li> <li>– interpret the texture of a surface</li> <li>– produce increasingly accurate drawings of people</li> <li>– concept of perspective</li> </ul>	<p><i>Leonardo Da Vinci, Vincent Van Gogh, Poonac</i></p>
<b>Colour</b>	<ul style="list-style-type: none"> <li>-Experimenting with and using primary colours</li> <li>– Naming colours and exploring how they change when mixed</li> <li>– Learn the names of different tools that bring colour</li> <li>– Use a range of tools to make coloured marks on paper</li> </ul>	<ul style="list-style-type: none"> <li>-name all the colours</li> <li>– mixing of colours</li> <li>– Find collections of colour</li> <li>– applying colour with a range of tools</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to describe colours by objects</li> <li>– Make as many tones of one colour as possible (using white)</li> <li>– Darken colours without using black</li> <li>– using colour on a large scale</li> </ul>	<ul style="list-style-type: none"> <li>-colour mixing</li> <li>– Make colour wheels</li> <li>– Introduce different types of brushes</li> <li>– techniques</li> <li>- apply colour using dotting, scratching, splashing</li> </ul>	<ul style="list-style-type: none"> <li>-colour mixing and matching; tint, tone, shade</li> <li>– observe colours</li> <li>-Use suitable equipment for the task</li> <li>– Use colour to reflect mood</li> </ul>	<ul style="list-style-type: none"> <li>-hue, tint, tone, shades and mood</li> <li>– explore the use of texture in colour</li> <li>– colour for purposes</li> </ul>	<ul style="list-style-type: none"> <li>-hue, tint, tone, shades and mood</li> <li>– explore the use of texture in colour</li> <li>– colour for purposes</li> <li>– colour to express feelings</li> </ul>	<p><i>Pollock, Monet, Chagall, Ben Moseley, Van Gogh,</i></p>
<b>Texture</b>	<ul style="list-style-type: none"> <li>-Handling, manipulating and enjoying using materials to achieve planned effect.</li> <li>– Sensory experience</li> <li>– Simple collages</li> <li>– simple weaving</li> </ul>	<ul style="list-style-type: none"> <li>– weaving</li> <li>– collage</li> <li>– Sort materials according to specific qualities</li> <li>– how textiles create things</li> </ul>	<ul style="list-style-type: none"> <li>-overlapping and overlaying to create effects</li> <li>– collage</li> </ul>	<ul style="list-style-type: none"> <li>– weaving</li> <li>– Tie dying, batik</li> </ul>	<ul style="list-style-type: none"> <li>– observation and design of textural art</li> <li>– experimenting with creating mood, feeling, movement-</li> <li>– compare different fabrics</li> </ul>	<ul style="list-style-type: none"> <li>– use stories, music, poems as stimuli</li> <li>– Select and use materials</li> <li>– artists using textiles</li> </ul>	<ul style="list-style-type: none"> <li>-Develops experience in embellishing</li> <li>– Applies knowledge of different techniques to express feelings</li> <li>– Work collaboratively on a larger scale</li> </ul>	<p><i>Linda Caverley, Molly Williams, William Morris, Gustav Klimt</i></p>
<b>Form</b>	<ul style="list-style-type: none"> <li>- Handling, feeling, enjoying and manipulating materials</li> <li>– Constructing</li> <li>– Building and destroying</li> <li>– Shape and mode</li> <li>-Using tools (scissors) safely and correctly.</li> </ul>	<ul style="list-style-type: none"> <li>-Construct</li> <li>– Use materials to make known objects for a purpose</li> <li>– Carve</li> <li>– Pinch and roll coils and slabs using a modelling media.</li> <li>– Make simple joins</li> <li>-Using tools (scissors) safely and correctly.</li> </ul>	<ul style="list-style-type: none"> <li>-Awareness of natural and man-made forms</li> <li>– Expression of personal experiences and ideas</li> <li>– to shape and form from direct observation</li> <li>– decorative techniques</li> <li>– Replicate patterns and textures in a 3-D form</li> <li>– work and that of other sculptors</li> </ul>	<ul style="list-style-type: none"> <li>-Shape, form, model and construct (malleable and rigid materials)</li> <li>– Plan and develop</li> <li>– understanding of different adhesives and methods of construction</li> <li>– aesthetics</li> <li>-Using tools (scissors) safely and correctly.</li> </ul>	<ul style="list-style-type: none"> <li>– Experience surface patterns / textures</li> <li>– Discuss own work and work of other sculptors</li> <li>– analyse and interpret natural and manmade forms of construction</li> </ul>	<ul style="list-style-type: none"> <li>-plan and develop ideas</li> <li>– Shape, form, model and join</li> <li>– observation or imagination</li> <li>– properties of media</li> <li>– Discuss and evaluate own work and that of other sculptors</li> </ul>	<ul style="list-style-type: none"> <li>-plan and develop ideas</li> <li>– Shape, form, model and join</li> <li>– observation or imagination</li> <li>– properties of media</li> <li>– Discuss and evaluate own work and that of other sculptors</li> </ul>	<p><i>Henry Moore, Barbara Hepworth, Andy Goldsworthy,</i></p>

			-Using tools (scissors) safely and correctly.					
<b>Printing</b>	-Rubbings – Print with variety of objects – Print with block colours	-Create patterns – Develop impressed images	-Print with a growing range of objects – Identify the different forms printing takes	-relief and impressed printing – recording textures/patterns – monoprinting – colour mixing through overlapping colour print	-Use sketchbook for recording textures/patterns – Interpret environmental and manmade patterns – modify and adapt print	-combining prints – design prints – make connections – discuss and evaluate own work and that of other	-Builds up drawings and images of whole or parts of items using various techniques – Screen printing – Explore printing techniques used by various artist	<i>Picasso, Dan Mather, Andy Warhol</i>
<b>Pattern</b>	– repeating patterns – Simple symmetry - recognising pattern	-Awareness and discussion of patterns – repeating patterns – symmetry	-Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning – natural and manmade patterns – Discuss regular and irregular	-pattern in the environment – design – using ICT – make patterns on a range of surfaces – symmetry	-Explore environmental and manmade patterns – tessellation	– Create own abstract pattern to reflect personal experiences and expression – create pattern for purposes	-Create own abstract pattern to reflect personal experiences and expression – create pattern for purposes	<i>Joan Miro, Bridget Riley, Escher, Paul Klee,</i>
<b>Additional skills to check understanding</b>	Communicate their knowledge through: - Discussing... - Comparing - Evaluating... - Explaining... - Analysing... - Describe...							
<b>Fine motor skills to develop throughout</b>	Holding a: - Pencil - Paintbrush - Crayons - Printing tools - Scissors - Paper (whilst drawing)							
<b>End of Year Skills</b>	<b>EYFS Skills:</b> To explore and use media and materials. Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find	<b>Year 1 Skills:</b> To draw using their own imagination and to observe and draw a picture from observation (literal). To begin to understand that different techniques can be used to create	<b>Year 2 Skills:</b> To be aware of different artists and identify their techniques. To be aware of abstract and literal art To make links in their own work to artist’s practices and disciplines.	<b>Year 3 Skills:</b> To use the work of various artists to improve their art and design techniques. To sculpt using various techniques.	<b>Year 4 Skills:</b> To create sketch books to record their observations and use them to review and revisit ideas	<b>Year 5 skills:</b> To begin to create and to critique their own sketch books to record their observations and use them to review and revisit ideas developing and practising different artistic methods.	<b>Year 6 skills:</b> To critique their own sketch books to record their observations and use them to review and revisit ideas developing and practising different artistic methods.	

	out and make decisions about how media and materials can be combined and changed. Being imaginative. Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.	different shades, patterns and marks.					
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