

Art Progression of Knowledge and Skills

| | EYFS | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 |
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| Exploring, developing ideas and evaluating – sketch books. | <ul style="list-style-type: none"> • Different types of art include painting, drawing, collage, textiles, sculpture and printing. • Create art in different ways on a theme, to express their ideas and feelings. • Communicate their ideas as they are creating artwork. • Share their creations with others, explaining their intentions and the techniques and tools they used. • Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject | <ul style="list-style-type: none"> • Ideas can be created through observation, imagination and memory. • Design and make art to express ideas. • Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. • Communicate their ideas simply before creating artwork. • Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. • Say what they like about their own or others' work using simple | <ul style="list-style-type: none"> • Materials and techniques that are well suited to different tasks. • Select the best materials and techniques to develop an idea. • A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. • Make simple sketches to explore and develop ideas. • Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. • Analyse and evaluate their own and others' | <ul style="list-style-type: none"> • Visual elements include colour, line, shape, form, pattern and tone. • Use and combine a range of visual elements in artwork. • Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. • Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. • Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition, the execution | <ul style="list-style-type: none"> • Materials, techniques and visual elements, can be combined to create a range of effects. • Develop techniques through experimentation to create different types of art. • Communicate their ideas as they are creating artwork. • Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. • Give constructive feedback to others about ways to improve a piece of artwork. | <ul style="list-style-type: none"> • Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. • Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. • Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. • Communicate their ideas simply before creating artwork. • Ideas are the new thoughts and messages | <ul style="list-style-type: none"> • In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. • Create innovative art that has personal, historic or conceptual meaning. • A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. • Make simple sketches to explore and develop ideas. • Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement |

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| | <p>matter, composition and type.</p> | <p>artistic vocabulary.</p> <ul style="list-style-type: none"> Identify similarities and differences between two or more pieces of art. | <p>work using artistic vocabulary.</p> <ul style="list-style-type: none"> Describe similarities and differences between artwork on a common theme. | <p>of specific techniques or the uses of colour, line, texture, tone, shadow and shading.</p> <ul style="list-style-type: none"> Make suggestions for ways to adapt and improve a piece of artwork. | | <p>that artists have put into their work. Methods and approaches are the techniques used to create art.</p> <ul style="list-style-type: none"> Compare and comment on the ideas, methods and approaches in their own and others' work. | <p>relating to the learning intention.</p> <ul style="list-style-type: none"> Adapt and refine artwork in light of constructive feedback and reflection. |
| Drawing | <ul style="list-style-type: none"> Different types of line include thick, thin, straight, zigzag, curvy and dotty. Select appropriate tools and media to draw with. | <ul style="list-style-type: none"> Soft pencils create darker lines (marked with a B for black). Hard pencils create lighter lines (marked with an H for hard). Different types of line include zigzag, wavy, curved, thick and thin. Use soft and hard pencils to create different types of line and shape. | <ul style="list-style-type: none"> Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness. Pencil and charcoal can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks – vary in thicknesses, and can be | <ul style="list-style-type: none"> Hatching, cross-hatching and shading are techniques artists use to add texture and form. Add tone to a drawing by using linear and cross-hatching, scumbling and stippling. | <ul style="list-style-type: none"> Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching, cross-hatching, random lines and stippling. Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together. Use the properties of pen, ink and charcoal to create a range of effects in drawing. | <ul style="list-style-type: none"> Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade. Use pen and ink (ink wash) to add perspective, light and shade to a composition or model. | <ul style="list-style-type: none"> Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading - cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective, two-point perspective and three-point perspective. Use line, tone or shape to draw observational detail or perspective. |

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| | | | <p>mixed with water and brushed on paper as a wash.</p> <ul style="list-style-type: none"> Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. | | | | |
| Painting | <ul style="list-style-type: none"> The primary colours are red, yellow and blue. Use primary and other coloured paint and a range of methods of application. | <ul style="list-style-type: none"> The primary colours are red, yellow and blue. Identify and use paints in the primary colours. | <ul style="list-style-type: none"> The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. Identify and mix secondary colours. | <ul style="list-style-type: none"> Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel. Identify, mix and use contrasting coloured paints. | <ul style="list-style-type: none"> Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture. | <ul style="list-style-type: none"> A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. Mix and use tints and shades of colours using a range of different materials, including paint. | <ul style="list-style-type: none"> Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. Use colour palettes and characteristics of an artistic movement or artist in artwork. |

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| | | | | | <ul style="list-style-type: none"> Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. | | |
| Printing | <ul style="list-style-type: none"> Make simple prints using a variety of tools, including print blocks and rollers. | <ul style="list-style-type: none"> A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. Make simple prints and patterns using a range of liquids including ink and paint. | <ul style="list-style-type: none"> A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern. Use the properties of various materials, such as clay or polystyrene, to develop a block print. | <ul style="list-style-type: none"> A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again. Make a two-colour print. | <ul style="list-style-type: none"> Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography. Combine a variety of printmaking techniques and materials to create a print on a theme. | <ul style="list-style-type: none"> Some artists use text or printed images to add interest or meaning to a photograph. Add text or printed materials to a photographic background. | <ul style="list-style-type: none"> A stencil is a thin sheet of card, plastic, or metal with a pattern or letters cut out of it. Ink is applied to its surface which goes through the cut out and creates a print. Stencils can be reused if made from a durable material such as card or acetate. Each print will vary slightly due to factors such as colour fade, colour merging and pressure applied to either surface. Use the work of a significant printmaker or print making techniques to influence artwork. |
| Textiles & paper craft | <ul style="list-style-type: none"> Papers and fabrics can be used to create art, including | <ul style="list-style-type: none"> Collage is an art technique where different | <ul style="list-style-type: none"> Art papers have different weights and | <ul style="list-style-type: none"> Warp and weft are terms for the two basic | <ul style="list-style-type: none"> Stitches include running stitch, cross stitch and blanket stitch. | <ul style="list-style-type: none"> Traditional crafting techniques using paper | <ul style="list-style-type: none"> Materials have different qualities, such as rough or smooth, hard or |

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| | <p>tearing, cutting and sticking.</p> <ul style="list-style-type: none"> • Cut, tear, fold and stick a range of papers and fabrics. | <p>materials are layered and stuck down to create artwork.</p> <ul style="list-style-type: none"> • Use textural materials, including paper and fabric, to create a simple collage. | <p>textures. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers.</p> <ul style="list-style-type: none"> • Create a range of textures using the properties of different types of paper. | <p>components used in loom weaving.</p> <ul style="list-style-type: none"> • Weave natural or man-made materials on cardboard looms, making woven pictures or patterns. | <ul style="list-style-type: none"> • Use a range of stitches to add detail and texture to fabric or mixed-media collages. | <p>include, casting, decoupage, collage, marbling, origami and paper making.</p> <ul style="list-style-type: none"> • Make and use paper to explore traditional crafting techniques. | <p>soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork.</p> <ul style="list-style-type: none"> • Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. |
| Sculpture | <ul style="list-style-type: none"> • Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. | <ul style="list-style-type: none"> • Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, | <ul style="list-style-type: none"> • Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and | <ul style="list-style-type: none"> • Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. • Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need | <ul style="list-style-type: none"> • Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. • Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms. | <ul style="list-style-type: none"> • Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far | <ul style="list-style-type: none"> • A 3-D form is a sculpture made by carving, modelling, casting or constructing. • Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. |

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| | | poking, squashing and smoothing. | bolts and bubble wrap. <ul style="list-style-type: none"> Press objects into a malleable material to make textures, patterns and imprints. | to be cut and joined together using a variety of techniques. <ul style="list-style-type: none"> Create a 3-D form using malleable or rigid materials, or a combination of materials. | <ul style="list-style-type: none"> Use clay to create a detailed or experimental 3-D form. | out of the surface and are visibly attached to the background. <ul style="list-style-type: none"> Create a relief form using a range of tools, techniques and materials. | |
| Artists | <ul style="list-style-type: none"> Explore artwork by famous artists and talk about their likes and dislikes. | James Rizzi (American) <ul style="list-style-type: none"> Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. Describe and explore the work of a significant artist. | Still life artists such as; Vincent van Gogh (Dutch), Paul Cézanne (French), Claude Monet (French), Henri Matisse (French), Yayoi Kusama (Japanese) <ul style="list-style-type: none"> Works of art are important for many reasons Explain why a painting, piece of artwork, body of work or artist is important. | Colour artists such as; Kandinsky (Russian), Roy Lichtenstein (American), Picasso (Spanish) Landscape artist - LS Lowry (English) Aboriginal art <ul style="list-style-type: none"> The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used. | Landscape artists such as: Paul Cézanne (French), Paul Gauguin (French), Alexej von Jawlensky, (Russian) <ul style="list-style-type: none"> Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used. Explain the significance of art, architecture or design from history and create work inspired by it. Compare and contrast artwork from different times and cultures. | Land artists such as; Robert Smithson (American), Lee Jae Hyo (Korean) Picasso – pioneered line drawing <ul style="list-style-type: none"> Artistic movements include Expressionism, Realism, Pop Art, cubist, Renaissance and abstract. Investigate and develop artwork using the characteristics of an artistic movement. Describe and discuss how different artists and cultures have used a range of visual | Landscape artists such as; Vincent van Gogh (Dutch), Camille Pissarro (Danish) Abstract artists; Pablo Picasso (Spanish) and Delaunay (French) Canadian Inuit artist; Kenojuak Ashevak Black artists such as; Chris Ofili (British) <ul style="list-style-type: none"> Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject. |

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| | | | | <ul style="list-style-type: none"> • Work in the style of a significant artist, architect, culture or designer. • Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. | | elements in their work. | <ul style="list-style-type: none"> • Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks. • Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art. |
| Topics | | Mix it (Yr1) Funny faces and fabulous features Rain and sunrays Street view (Cycle A) | Mix it (Yr2) Still life Flower head Portraits and Poses (Cycle B) | Colour Theory Prehistoric pots Ammonite People and places Beautiful botanicals Mosaic masters (Cycle A) | Warm and Cool colours Wrap and weft Vista Statues statuettes and figurines Islamic art (Cycle B) | Colour in Landscapes Natures Art Line light and shadows Mixed media Expression (Cycle C) | Tints tones and shades Distortion and abstractions Inuit Colour and Style Trailblazers barriers and breakers (Cycle A) |