



Art Skills and Knowledge Progression

Substantive knowledge
Disciplinary knowledge

Early Years Foundation Stage			Children at the expected level of development will:
Expressive Art and Design			
Stage One	Stage Two	Stage Three	
<p>Makes accidental representations (creates a form and then decides it is like something).</p>  <p>Identifies artworks that appeal to them.</p>  <p>Enjoys experimenting with colour in a variety of ways.</p> 	<p>Likes art that is realistic and relates to their experience.</p>  <p>Can sort art by its medium.</p>  <p>Explores colour and colour mixing.</p>  <p>Is beginning to use painting and drawing to represent actions and objects.</p>  <p>Is beginning to use art to demonstrate feelings.</p>  <p>Uses tools for a purpose.</p> 	<p>Is beginning to think about an artist's point of view.</p>  <p>Is starting to think about composition and colour.</p>  <p>Experiments with a wide variety of materials.</p>  <p>Can use art to represent feelings.</p>  <p>Makes intentional representations, deciding beforehand what they want to depict.</p>  <p>Uses a wide variety of tools with developing expertise.</p> 	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Key Vocabulary: <i>Design, join, make, materials Measure, properties, repeat, speed, stability, test, think, artist, collage, colour, comment, draw, feelings, materials, mixing, observe, paint Print, sculpt, technique and tools</i></p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Mark making and drawing focusing on the work of Molly Haslund</p> <p>Watercolour focusing on the work of Paul Klee, Emma Burleigh</p> <p>Sculptures and making skills focussing on the work of Ernst Haekel, Hoang Tien Quyet and Dusciana Bravura</p>	<p>Collages and sketches inspired by artists (Eric Carle, Joseph Redoute, Jan Van Kessel) focussed on flora and fauna.</p> <p>Observational sketches inspired by Rosie James and Alice Fox.</p>	<p>Drawing using charcoal inspired by Heather Hansen, Laura McKendry and Edgar Degas</p> <p>Art work inspired by the using cloth, thread and paint focussing on the work of Alice Kettle and Hannah Rae</p> <p>Children develop their understanding of sculptures to tell a story through the study of Rosie Hurley, Inbal Leitner, Quentin Blake and Esther Coombs</p> <p>Children develop their understanding of sculptures and how this is a form of expression through the study of Marcus Coates and Edward Bainbridge Copnall</p>	<p>Children will have the opportunity to explore patterns through exploring the work of Rachel Parker, Shaheen Ahmed, Andy Gilmore and Louise Despont</p> <p>Children will explore printing particularly mono printing through the study of Kevork Mourad</p>	<p>Children will explore topography and design through the work of Louise Fili, Grayson Perry, Paula Scher and Chris Kenny</p> <p>Models inspired by architecture in the world around us and the Shoreditch Sketcher.</p>	<p>Art work representing activism inspired by Luba Lukova, Faith Ringgold and Shepard Fairey</p> <p>2D to 3D art work considering the work of Lubaina Himid and Claire Harrup</p> <p>Art work inspired by identity and the work of Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</p>
Key Vocabulary	<p>Spirals</p> <p>Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder Graphite Chalk, Pen Drawing Surface (Paper, Ground) Oil Pastel, Dark, Light, Blending Mark Making Colour, Pattern Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places"</p>	<p>Collages and Sketches</p> <p>flora, fauna line, shape, colour, tones, hues, tints, observe, graphite, handwriting pen, oil pastel, graphite, handwriting pen collage, painted paper, cut, tear, arrange, play, composition, elements. minibeast/insect author, illustrator present, reflect, share, discuss</p> <p>Observational Sketches:</p> <p>explore, collect, resee, imagine, curious, present,</p>	<p>Drawing with Charcoal</p> <p>charcoal, gestural, loose, expressive, wrist, elbow, shoulder, body. mark making, sweeping, fast, slow, gentle, energetic. chiaroscuro, tone, tonal values, dark, light, midtone, squint. hands, handprints, tools, positive & negative shapes, silhouette ,drama, lighting, shadow, atmosphere, narrative, body, movement, repetitive, motion, echo, memory, mark, trace, dance, photograph, film, composition, focus, lighting</p>	<p>Exploring Pattern</p> <p>pattern, sensory, playful, mindful, exploratory, point, line, rhythm, shapes, circles, ovals, curves purpose, decorative, pleasing, aesthetic, generate, explore, experiment,tessellated, design, colour, negative, positive shapes, surface pattern, repeating, composition, juxtaposition, collage, arrange fold, origami, design, present, share, reflect, respond, articulate, feedback, crit, similarities, differences,</p> <p>Making Monotypes</p>	<p>Typography and Maps</p> <p>typography, lettering, graphics, design, communicate, emotions, purpose, intention, playful, exploratory, visual impact pictorial maps, identity, symbols ,present, share, reflect, respond, articulate, feedback, crit, similarities, differences,</p> <p>Architecture: Dream Big or Small?</p> <p>domestic architecture, aspirational, visionary,</p>	<p>Print & Activism</p> <p>Activism Voice Message Community Poster Zine Screen printing Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> <p>2D Drawing to 3D Making</p> <p>2D Drawing 3D Object packaging negative space grid method scaling up net, typography, graphic design collage structure balance present, share, reflect, respond, articulate, feedback, crit, similarities, differences,</p>

	<p><i>Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour Reflect, Discuss, Share, Think</i></p> <p>Watercolours</p> <p><i>Watercolour, Brush, Wash, Wet on dry, Wet on wet, Mark making, Primary colours, secondary colours, Colour mixing, Fluid, Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop, Scale Reflect, Share, Discuss</i></p> <p>Sculptures:</p> <p><i>Lines, Shapes, Mark Making, Texture, Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil, Observation, Close study, Blending, Texture, Explore, Discover, Transform, Fold, Tear, Crumple, Collage, Sculpture, Structure, Balance, Texture, Personality, Character, Installation, Flock, Collaboration, Present, Reflect, Share, Discuss</i></p>	<p><i>re-present, arrange, composition photograph, focus, light, shade, colour, pattern observational drawing, close study, draw slowly, intention, pressure, line, mark, page sense of touch wax resist, graphite, watercolour, brush, pencil, mark making, line, tone, shape, reflect, present, share, discuss, feedback</i></p>	<p><i>present, share, reflect, respond, feedback</i></p> <p>Cloth, Paint and Thread</p> <p><i>mixed media, cloth, fabric, calico, acrylic paint, thread, stitches, needle, test, experiment, try out, reflect, background, foreground, detail, gesture, impasto, dilute, colour mixing, loose, tight, tension, knot, length, repeated, pattern, rhythm, dot, dash present, review, reflect, process, outcome</i></p> <p>Telling Stories Through Drawing & Making</p> <p><i>Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out, Respond Response, Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture, Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus, Intention,</i></p> <p>Sculpture, Structure, Inventiveness & Determination</p> <p><i>viewpoint, relationship 2d 3d, transform, graphics, design through making, construct, contribute, artwork, installation, surface, fabric, texture, present, share, reflect, respond, articulate feedback, crit, similarities,</i></p>	<p><i>monotype, artists book, installation poetry, evoke, response, translate, mood, sense, layer, combine, multi media present, share, reflect, respond, articulate, feedback, crit, similarities, differences,</i></p>	<p><i>environmental, tiny house, movement, form, structure, materials, balance, scale, interior, exterior, context, location design through making, model, maquette, present, share, reflect, respond, articulate, feedback, crit, similarities, differences,</i></p>	<p>Exploring Identity</p> <p><i>identity, layer, constructed, portraiture layering digital art, physical present, share, reflect, respond, articulate, feedback, crit, similarities, differences,</i></p>
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<p>Developing ideas</p> 	<p>Understand a “sketchbook” as being a place to record individual responses to the world.</p> <p>Use drawing and painting to develop and share their ideas, experiences and imagination</p> <p>Ask questions about a piece of art.</p> <p>Be able to express their own opinions about art work and start to recognise the similarities and differences between different styles of art</p> <p>Describe what can be seen and give an opinion about the work of an artist.</p> <p>Work without an end goal in mind – letting the paint lead them</p> <p>understand that we all see different things in the artwork we make. We all have a different response.</p>	<p>Produce creative work, exploring their ideas and recording their experiences.</p> <p>Suggest how artists have used colour, pattern and shape.</p> <p>Know how to create a piece of art in response to an artist.</p> <p>Learn 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>Children share their artwork with the class. Children can listen to what my classmates like about it and they can share what they like about their work</p> <p>Children can work with my classmates to make a shared drawing.</p> <p>Recognise how some artists (Hassan Hajjaj, Lorna Crane the Brush Maker and Alice Fox) explore the world</p>	<p><i>differences, photograph, lighting, focus, composition,</i></p> <p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Know how to use digital images and combine with other media to inspire their own art work.</p> <p>Identify the techniques used by different artists and compare the work of these artists.</p> <p>Understand how artists use charcoal in their work and be able to talk about the marks produced, and how they feel about their work. understand what Chiaroscuro is and how they can use it in my work.</p> <p>Use light and dark tonal values in their work, to create a sense of drama.</p> <p>Use the body as a drawing tool to make drawings inspired by movement and seen how other artists do the same.</p> <p>Share work with classmates and talk about what they felt was successful and what they might like to try again.</p>	<p>Show their learning journey through their sketch book and evaluate their designs.</p> <p>Know how to create an accurate print design following a given criterion.</p> <p>Use famous artists work as inspiration for their own work and can discuss the similarities between the artist’s work and their own.</p> <p>Analyse the work of William Marlow and Henri Rousseau and examine the techniques they used in their art work and compare to the work of previously studied artists.</p> <p>Understand and research the development of the Art Nouveau movement.</p>	<p>Show their learning journey through their sketch book and evaluate their designs.</p> <p>Use their sketch book to plan and develop and test the media chosen for the art work.</p> <p>Annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings/designs</p> <p>Research and evaluate the work of Louise Fili, Grayson Perry, Paula Scher and Chris Kenny and compare their work to the work of previously studied artists using this information to replicate their techniques</p> <p>Can plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting.</p> <p>Understands that typography is the visual art of creating and arranging letters and words on a page</p>	<p>Detail their understanding of this genre of art work through sketches.</p> <p>Show learning journey through their sketch book and evaluate their designs against feedback.</p> <p>Research and compare the art work Lubaina Himid and Claire Harrup with other artists today.</p> <p>Can explain the style of art used and how it has been influenced by a famous artist.</p> <p>Understand what a specific artist is trying to achieve in any given situation.</p> <p>seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.</p> <p>find out what I care about, and find ways I might share my ideas with us.</p> <p>explored how I can I have seen how my classmates</p>
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understand there is a relationship between drawing & making – we can transform 2d to 3d.



use observational drawing and experimental mark-making together to make art.



work from similar stimulus or starting point but end up with very different individual results.



Understand that the individual results can then be brought together to make a whole artwork.



around them to help them find inspiration.



Work small in their sketchbook and on large sheets of paper, exploring how they can use line, shape and colour in their work.



Talk about the work they have made with my classmates, sharing the things they thought were successful and thinking about things they would like to try again.



Voice what they like about my classmates work and how it makes them feel.



Understand artists are inspired by other artists often working in other artforms.



Understand how artists sometimes use sketchbooks to understand and explore their own response to an artists work.



to help communicate ideas or emotions.



Understands how other artists work with typography and have been able to share my thoughts on their work.



Uses sketchbooks for referencing, collecting and testing ideas, and reflecting.



explored domestic architecture which is aspirational and large, and I have explored the Tiny House movement. I can discuss with the class how both these ways of designing might affect our lives.



Uses a sketchbook to collect, record and reflect my ideas and thoughts. Present my work, reflect and share it with my classmates.



Responds to the work of my classmates, sharing their thoughts about their work in relation to the architecture.



may have different things they care about, or share things we care about, but they are all valid.



Understand that artists acting as activists often use print because it allows them to duplicate and distribute their message. a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.



Research and compare the art work of Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett and compare with modern artists today.



Understand what a specific artist is trying to achieve in any given situation.



Recognise that artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. Understand that people are the sum of lots of different experiences, and that

						<p>through art we can explore our identity</p>  <p>Use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.</p>  <p>Understand that as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.</p>  <p>Use my curiosity to think about how I might adapt techniques and processes to suit me.</p> 
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						<p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms and produce creative work, exploring their ideas and recording their experiences• evaluate and analyse creative works using the language of art, craft and design• create sketch books to record their observations and use them to review and revisit ideas
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Drawing



Explore tone using a range of mediums



Draw from their fingertips, wrist, elbow, shoulder, and body.



Draw using a continuous line for a minute or two.



Hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate marks and represent their observation, memories and ideas with purpose/intention.



Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt.



Make quick line and shape drawings from observation adding light/dark tone, colour and features.



Know how to use pencil and pastels to create art.



Draw carefully in line from an observation.



Know how to use pencil, pastels, graphite and oil pastel to create art.



Use careful looking to practise observational drawing, focusing for 5 or 10 minutes.



Combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.



Choose and use three different grades of pencil when drawing.



Know how to use different shades of pencils to show different tones and textures.



Use line, tone, shape and mark with care to represent things seen, imagined or remembered.



Sketch own observational drawing from a picture or a real life scene.



Know how to show facial expressions when drawing.



Know how to use sketches to produce a final piece of art.



Experiment with the types of marks they can make with charcoal, using my hands as well as the charcoal.



Work on larger sheets of paper, and they can make loose, gestural sketches using their body.



Explore how artists combine media and use them in unusual ways to make art.

Draw with coloured media expressively to represent ideas and objects with increasing fluency.



Make quick studies from observation to record action or movement with some fluency.



Use a viewfinder to select a view and then record it.



Express their ideas and observations responding to advice from others to rework and improve design ideas.



Develop quick studies from observation, recording action and movement with fluency, returning to each study to improve accuracy/detail.

Plan and complete extended sets of drawings in sketchbook/ journals to plan a painting, print or 3D piece.



Make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes.



Create visuals and text which communicate my message.



Use typography to make my messages stand out.



Use line, mark making, tonal values, colour, shape and composition to make my work interesting.

Select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation



Use a full range of pencils, charcoals or pastels when creating a piece of observational art



Confidently use pastels in response to light and dark, shadows and well lit areas.



Know how to use marks and lines to show texture in art



Know how to use shading to create mood and feeling



Develop quick studies from observation, recording action and movement with fluency, returning to each study to improve accuracy/detail



Know how to show facial expressions in sketches and paintings.



Understand that drawing can be used to transform a two dimensional surface, which can be manipulated



Use a sketchbook to make visual notes capturing ideas that interest me.



Use a sketchbook to test ideas and explore colour and mark making.



to make a three dimensional object.



Understand that when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.



Children at the expected level of development will:

- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

<p style="text-align: center;">Painting (printmaking and collage)</p>  <p style="text-align: center;">Painting</p>	<p>Children can name and use primary colours and begin to understand how colours mix to make secondary colours.</p>  <p>Know how to show how people feel in paintings and drawing by identify the colours artists use.</p> 	<p>To be able to identify primary and secondary colours and to continue to mix colours experientially.</p>  <p>Use new colour mixing knowledge and transfer it to collage when creating a piece of art based on the work of an artist.</p>  <p>Collage Select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea</p> 	<p>Be able to identify and mix primary, secondary and some tertiary colours considering the effects of using these.</p>  <p>Mix and use primary and secondary colours with the addition of black and white and other hues.</p>  <p>Form different methods to apply colour using a variety of tools and techniques to express mood or emotion</p>  <p>Know how to create a background using a wash</p>	<p>Mix and use primary and secondary and tertiary colours understanding how to create shades and tones of these colours.</p>  <p>Be able to create the illusion of light sources through colour choices.</p>  <p>Use colour mixing knowledge and transfer it to printing based on a piece of art inspired by the work of two artists.</p>  <p>Printmaking Recreate images through lino printing and mark</p>	<p>Use line, shape and colour to make my artwork.</p>  <p>Combine different techniques such as print, collage and drawing.</p> 	<p>Know which media and colour to use to create maximum impact.</p>  <p>Know how to use line, tone, shape and colour to represent figures and forms in movement.</p>  <p>Know how to show reflections</p>  <p>Use photographs to help create reflections</p> 
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		<p>Use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea.</p> 	 <p>Create different effects by using a variety of tools and techniques such as dots, and applying paint in layers.</p>  <p>Use specific brushes for certain aspects of painting.</p>  <p>Can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.</p> <p>Can use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape.</p>	<p>making tools to control, line, shape, texture and tone.</p>  <p>Learn about the different techniques including lino, block and mono printing and make comparison between the different techniques.</p>  <p>Know how to print onto different materials using at least four colours.</p> 		<p>Children at the expected level of development will:</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
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Sculpture



Create textured surfaces using a variety of tools.



Able to use a range of materials to construct a sculpture considering form, space and texture.



Able to manipulate a range of materials including natural materials into their desired outcome.



Know how to sculpt clay and other mouldable materials.



Feel, recognise and control surface experimenting with basic tools on clay.



Can explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief.



Can make an architectural model using the 'design through making' technique, using my sketchbook to help free my imagination.



Transform my drawing into a three dimensional object.



Children at the expected level of development will:

- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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]

Digital media



Know how to use IT to create a picture using Microsoft Paint.



Take photographs of their artwork, thinking about focus and light.



Take photographs of their work, thinking about focus, lighting, and composition.



Photograph their work considering lighting, focus and composition.



Make short films of their work giving a close-up tour of my architectural model.



Photograph their three dimensional work, thinking about presentation, lighting, focus and composition.



Experiment with media to create media in art



Know how to integrate digital images into artwork



Have the opportunity to explore modern and traditional artists using ICT and other resources



Plan, take and digitally process photographs.



Learn key skills (rules of third, leading lines and angles) associated within photography and use these to inform their final photo.



take photographs of my artwork, thinking about lighting, focus and composition.

work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.

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