Art Skills and Knowledge Progression

Practical Knowledge: which is about developing technical proficiency
Theoretical Knowledge: which is the cultural and contextual content that pupils learn about artists and artwork
Disciplinary Knowledge: which is what pupils learn about how art is studied, discussed and judged

Early Years Foundation Stage			
Expressive Art and Design			**Children at the expected level of development will:**
Stage One	**Stage Two**	**Stage Three**	
- Explores the feel of a range of everyday objects. - Develops knowledge about design through play with objects. - Can talk about what they are going to make. - Manipulates basic tools. - Uses trial and error to develop understanding. - Reflects on a product, saying what they like.	- Explores a range of everyday objects and can talk about similarities and differences between them. - Draws what they are going to make. - Chooses appropriate tools. - Explains what they are happy with in a product and how they will tweak the design to improve it. - Knows how to select, cut, assemble, tear, stick and collage different material. - Can sort art by its medium.	- Makes judgements about properties of different materials and their suitability for construction. - Tests out the properties of materials. - Draws what they are going to make and explains designs. - Experiments with designs and materials. - Uses tools safely. - Describes how a product is made up of many different parts.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories

- Makes accidental representations (creates a form and then decides it is like something).  - Identifies artworks that appeal to them.  - Explored colours and how colours can be changed  - Understand that they can use lines to enclose a space and then begin to use lines to represent objects.  - Know how to use a paintbrush to create a desired effect.  - Realise that a tool can be used for a purpose.  - Use simple tools and techniques appropriately.  - Explore what happens when you mix colours.  - Experiment with different textures.  	 - Explores colour and colour mixing.  - Is beginning to use painting and drawing to represent actions and objects.  - Is beginning to use art to demonstrate feelings.  - Uses tools for a specific purpose.  - Safely use and explore a variety of materials, tools and techniques.  - Experiment with colour, design, texture, forms and functions.  - Understand that different media can be combined to create new effects.  	 - Experiments with a wide variety of materials.  - Can use art to represent feelings.  - Makes intentional representations, deciding beforehand what they want to depict.  - Safely use and explore a variety of materials, tools and techniques.  - Discuss how artists inspire others. Recognise and describe key features of their own and others' work.  	
Key Knowledge: - *Name several different mediums* - *Name several primary and secondary colours* - *Name several different mediums and materials* - *Name different types of materials* - *Can start to recognise that different materials have different properties* - *Know that materials can be linked or attached using different methods*	***Key Knowledge:*** - *Know how to select colour for purpose* - *Know the names of all primary colours and secondary colours.* - *know how to mix primary colours to create some secondary colours* - *know how to use a variety of tools when painting (e.g. brush, sponges, fingers, hands, sticks, sponge rollers)*	***Key Knowledge:*** - *know how to select, cut, assemble, tear, stick and collage different materials* - *know how to manipulate malleable materials that are both soft or rigid (for example clay, plasticine and dough)* - *Draw a person with clear features.* - *know how to use paint to lighten or darken a colour* - *Can recall what colours to mix to create secondary colours*	**Key Vocabulary:** *Draw, pencil, line, chalk, pen, red, blue, yellow, orange, green, paint, brush, sponge, material, cardboard, paper, plastic, mixing, print, pattern, brushes, strokes, sketch, shape, light, dark, self-portrait, texture,*

	- *know who artists are within the local community and/or wider world and how they inspire others* - *know and comment on the aspects that they like/dislike about their own work and the work of famous artists* - *Children consider how the natural environment can be used to create art work* - *Is beginning to use painting and drawing to represent actions and objects.* - *Begin to draw simple features of a person.* - *Know that materials look, feel, and behave differently (e.g., cardboard is stiff, fabric is soft, plastic can be waterproof).* - *Know how to handle and carry tools like scissors, hole punches, staplers, and rolling pins safely without hurting themselves or others.* - *Know how to talk about a design idea and verbally plan what they want to make before starting.*	- *Know how to choose the right materials and resources to carry out their own specific plans or ideas.* - *Know how to use one-handed tools competently, such as making accurate snips in paper with scissors.* - *Know that materials can be linked or attached using different methods like tape, glue, split pins, and string.* - *Know that they are constructing with a specific purpose or goal in mind (e.g., building a bridge to support a toy car).* - *Know how to share their final creations and explain the step-by-step process they used to build it* - *Know that structures need a stable base so they do not fall over*	*colours, cut, print, collage, pattern, stamp, pinch, roll, squeeze, 2D shape, 3D shape, mould*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Mark making and drawing focusing on the work of Molly Haslund **Watercolour focusing on the work of Paul Klee, Emma Burleigh** **Sculptures and making skills focussing on the work of Ernst Haekel, Hoang Tien Quyet and Dusciana Bravura**	**Collages and sketches inspired by artists (Eric Carle, Joseph Redoute, Jan Van Kessel) focussed on flora and fauna.** **Observational sketches inspired by Rosie James and Alice Fox.**	**Drawing using charcoal inspired by Heather Hansen, Laura McKendry and Edgar Degas** **Art work inspired by the using cloth, thread and paint focussing on the work of Alice Kettle and Hannah Rae** **Children develop their understanding of sculptures to tell a story through the study of Rosie Hurley, Inbal Leitner, Quentin Blake and Esther Coombs** **Children develop their understanding of sculptures and how this is a form of expression through the study of Marcus Coates and Edward Bainbridge Copnall**	**Children will have the opportunity to explore patterns through exploring the work of Rachel Parker, Shaheen Ahmed, Andy Gilmore and Louise Despont** **Children will explore printing particularly mono printing through the study of Kevork Mourad**	**Children will explore topography and design through the work of Louise Fili, Grayson Perry, Paula Scher and Chris Kenny** **Models inspired by architecture in the world around us and the Shoreditch Sketcher.**	**Art work representing activism inspired by** Luba Lukova, Faith Ringgold and Shepard Fairey **2D to 3D art work considering the work of Lubaina Himid and Claire Harrup** **Art work inspired by identity and the work of Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett**

Key Vocabulary	***Spirals*** *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" Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour Reflect, Discuss, Share, Think* ***Watercolours*** *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* ***Sculptures:*** *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,*	***Collages and Sketches*** *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* ***Observational Sketches:*** *explore, collect, resee, imagine, curious, present, 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, brusho, pencil, mark making, line, tone, shape, reflect, present, share, discuss, feedback*	***Drawing with Charcoal*** *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 present, share, reflect, respond, feedback* ***Cloth, Paint and Thread*** *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* ***Telling Stories Through Drawing & Making*** *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*	***Exploring Pattern*** *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,* ***Making Monotypes*** *monotype, artists book, installation poetry, evoke, response, translate, mood, sense, layer, combine, multi media present, share, reflect, respond, articulate, feedback, crit, similarities, differences,*	***Typography and Maps*** *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,* ***Architecture: Dream Big or Small?*** *domestic architecture, aspirational, visionary, 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,*	***Print & Activism*** *Activism Voice Message Community Poster Zine Screen printing Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,* ***2D Drawing to 3D Making*** *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,* ***Exploring Identity*** *identity, layer, constructed, portraiture layering digital art, physical present, share, reflect, respond, articulate, feedback, crit, similarities, differences,*

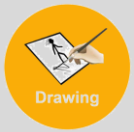
	Balance, Texture, Personality, Character, Installation, Flock, Collaboration, Present, Reflect, Share, Discuss		*Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus, Intention,* ***Sculpture, Structure, Inventiveness & Determination*** *viewpoint, relationship 2d 3d, transform, graphics, design through making, construct, contribute, artwork, installation, surface, fabric, texture, present, share, reflect, respond, articulate feedback, crit, similarities, differences, photograph, lighting, focus, composition,*			

Developing ideas 	Understand a "sketchbook" as being a place to record individual responses to the world. Use drawing and painting to develop and share their ideas, experiences and imagination Ask questions about a piece of art. Be able to express their own opinions about art work and start to recognise the similarities and differences between different styles of art Describe what can be seen and give an opinion about the work of an artist. Work without an end goal in mind – letting the paint lead them understand that we all see different things in the artwork we make. We all have a different response. understand there is a relationship between	Produce creative work, exploring their ideas and recording their experiences. Suggest how artists have used colour, pattern and shape. Know how to create a piece of art in response to an artist. 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. 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 Children can work with my classmates to make a shared drawing. Recognise how some artists (Hassan Hajjaj, Lorna Crane the Brush Maker and Alice Fox) explore the world around them to help them find inspiration.	Create sketch books to record their observations and use them to review and revisit ideas. Know how to use digital images and combine with other media to inspire their own art work. Identify the techniques used by different artists and compare the work of these artists. 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. Use light and dark tonal values in their work, to create a sense of drama. Use the body as a drawing tool to make drawings inspired by movement and seen how other artists do the same. Share work with classmates and talk about what they	Show their learning journey through their sketch book and evaluate their designs. Know how to create an accurate print design following a given criterion. Use famous artists work as inspiration for their own work and can discuss the similarities between the artist's work and their own. 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. Understand and research the development of the Art Nouveau movement.	Show their learning journey through their sketch book and evaluate their designs. Use their sketch book to plan and develop and test the media chosen for the art work. Annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings/designs 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 Can plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting. Understands that typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.	Detail their understanding of this genre of art work through sketches. Show learning journey through their sketch book and evaluate their designs against feedback. Research and compare the art work **Lubaina Himid and Claire Harrup** with other artists today. Can explain the style of art used and how it has been influences by a famous artist. Understand what a specific artist is trying to achieve in any given situation. Understand how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities. Find out what I care about, and find ways I might share my ideas with us. Explore how I can I have seen how my classmates may have different things they care about, or share

	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. 	 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. 	felt was successful and what they might 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. 		 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.  Explore 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. 	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 through art we can explore our identity

						 Use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.  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.  Use my curiosity to think about how I might adapt techniques and processes to suit me.  .

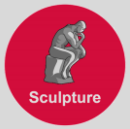
						Children at the expected level of development will: • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms and produce creative work, exploring their ideas and recording their experiences • evaluate and analyse creative works using the language of art, craft and design • create sketch books to record their observations and use them to review and revisit ideas

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

Painting (printmaking and collage)  	Children can name and use primary colours and begin to understand how colours mix to make secondary colours. Know how to show how people feel in paintings and drawing by identify the colours artists use.	To be able to identify primary and secondary colours and to continue to mix colours experientially. Use new colour mixing knowledge and transfer it to collage when creating a piece of art based on the work of an artist. <u>Collage</u> Select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea	Be able to identify and mix primary, secondary and some tertiary colours considering the effects of using these. Mix and use primary and secondary colours with the addition of black and white and other hues. Form different methods to apply colour using a variety of tools and techniques to express mood or emotion Know how to create a background using a wash	Mix and use primary and secondary and tertiary colours understanding how to create shades and tones of these colours. Be able to create the illusion of light sources through colour choices. Use colour mixing knowledge and transfer it to printing based on a piece of art inspired by the work of two artists. <u>Printmaking</u> Recreate images through lino printing and mark	Use line, shape and colour to make my artwork. Combine different techniques such as print, collage and drawing.	Know which media and colour to use to create maximum impact. Know how to use line, tone, shape and colour to represent figures and forms in movement. Know how to show reflections Use photographs to help create reflections

		Use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea. 	 Create different effects by using a variety of tools and techniques such as dots, and applying paint in layers.  Use specific brushes for certain aspects of painting.  Can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.  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. 	making tools to control, line, shape, texture and tone.  Learn about the different techniques including lino, block and mono printing and make comparison between the different techniques.  Know how to print onto different materials using at least four colours. 		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 use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

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.

						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