

ART Progression of Skills and Knowledge

Key to understanding this document: Black = National Curriculum objectives Red = Skills to be taught Blue = Knowledge Green = Resources to be used

Area of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To produce creative work, exploring their ideas and recording their experiences. KS1 pupils should be taught to use a range of materials creatively to design and make products.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Use a sketchbook to collect ideas. Answer questions about starting points, artists	Use a sketchbook to experiment with ideas. Answer questions about starting points, artists	To create sketch books to record their observations and annotate.	To create sketch books to record their observations and annotate.	To create sketch books to record their observations, annotate and use them to review and revisit ideas.	To create sketch books to record their observations, annotate and use them to review and revisit ideas.
	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills Share their creations, explaining the process they have used (plan, learn review time)	Explain what they have done. What feelings does it bring? What might they change? Record from observations and their own imagination	Explain what they and artists have done. What feelings does it bring? What might they change? Record from observations and their own imagination	Compare ideas, methods and approaches used by themselves and artists. Discuss how they feel about their own and artists' work. What might they change? Adapt work accordingly. Question, discuss and make observations about starting points/artists and artworks.	Compare ideas, methods and approaches used by themselves and artists. Discuss how they feel about their own and artists' work. What might they change? Adapt work accordingly. Question, discuss and make observations about starting points/artists and artworks.	Compare ideas, methods and approaches used by themselves and others. Discuss how they feel about their own and others work. What might they change? Adapt and annotate work accordingly. Question, discuss and annotate observations about starting points/artists and artworks.	Compare ideas, methods and approaches used by themselves and others. Discuss how they feel about their own and others work. What might they change? Adapt and annotate work accordingly. Question, discuss and annotate observations about starting points/artists and artworks.
DRAWING KS1 pupils should be taught to use drawing to develop and share their ideas,	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.	Use a variety of drawing tools – crayon, chalk, pencil, felt tips, poster paints to make marks.	Experiment with tools and surfaces ie – using soft pastels, chalks, pencil, colouring pencils, poster paint - on the	Make marks using different drawing implements – oil pastels, charcoal, acrylic paint, pencils	To make marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners, felt tips,	Use different media to make marks and lines in dry media – digital mark making, pencil, charcoal, oil pastels, chalks, wax crayons	Experiment with wet media to make marks, lines, patterns, textures, shapes – ink, dye, marbling, acrylic

experiences and imagination. KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. KS2 Pupils should be taught to improve their mastery of art and design techniques, including drawing with a range of materials.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Begin to show accuracy and care when drawing.		playground, on card, fabrics, pastel paper and wood (look at texture and pattern)	Experiment with different grades of pencil, cross hatching, blending Use different grades of pencil to apply tone to 2 dimensional drawings to show form	watercolour paint and watercolour pencils Apply and use simple pattern and texture to a drawing	Explore colour mixing and blending with acrylic paint, coloured pencils Apply the effect of light on objects from different directions to show light and shadow	and watercolour paint, chalk pastels Produce accurate drawings from observation and use tonal contrast in drawings Use mixed media in artworks using a combination of areas taught – print, ink, paint, etc use pattern and texture
	To learn how to form different shapes and patterns with pencils/pens through mark making activities. To learn how to draw basic pictures to represent their thoughts and ideas.	Draw light and dark lines (tone) Create rubbings (texture) Observe and draw shapes. Observe and draw patterns.	Draw lines from observations Draw the gaps (draw shapes in between objects)	Create textures with different drawing implements, pencil, oil pastels, charcoal, wax crayons, acrylic paint	Show an awareness of objects that have a third dimension by applying tone using soft pastels, watercolour, pencil	Begin to use perspective in work using a single foci point and horizon	Develop an awareness of composition, scale, proportion, foreground, middle ground, back ground. Scale up and down images.
COLOUR KS1 pupils should be taught to use painting to develop their ideas, experiences and imagination. KS1 pupils should be taught to develop a wide range of art and design techniques in	Use a range of small tools, including scissors, paintbrushes and cutlery. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Experiment with colours Mix primary colours to make secondary colours (poster paint) Name primary and secondary colours	Describe colours using the terminology tint and shade Make as many tints as possible using poster paint mixed with white poster paint Darken colours using black poster paint to create shades.	Recap primary colours and secondary colours Make tertiary colours – create colour wheels using acrylic paint Experiment with paint and oil pastels.	Make, tints, tones and shades on colour strips using acrylic paint and watercolour. Compare watercolour and acrylic tints, tones and shades. Use tints, tones and shades in their work.	Identify and use complementary and contrasting colours using different media – acrylic paint, oil pastels etc Use a variety of tools to create texture, wax resist, glue, sand etc	Mix and match colours to create light, thinking about direction of light and its effect on images Use different media to create tints, tones, shade mood and atmosphere – ink, acrylic and watercolour paint,

<p>using colour, pattern, texture, line, shape, form and space.</p> <p>KS2 Pupils should be taught to improve their mastery of art and design techniques, including painting with a range of materials.</p>	<p>To explore colour through a range of media such as pencils, pens, paint.</p> <p>To mix paints and other resources together to make colours.</p> <p>To use colour for a purpose when creating models or pictures.</p> <p>To learn colour names and what happens when we mix them together.</p>	<p>Apply colour (poster paint) with different tools – brushes, rollers, fingers etc</p> <p>Create repeating patterns with poster paint, crayon, chalk or felt tips.</p>	<p>Collect, sort and match colours to create an image (collages)</p>	<p>Experiment with effects and textures – dotting, scratching, splashing, using acrylic paint, wax crayons, oil pastels</p>			<p>soft chalk pastels and chalk</p> <p>Identify how colour can portray emotion and use this in their own artwork</p>
<p>SCULPTURE</p> <p>KS1 pupils should be taught to use sculpture to develop and share their ideas, experiences and imagination.</p> <p>KS2 Pupils should be taught to improve their mastery of art and design techniques, including sculpture with a range of materials.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To make models using recycled items.</p> <p>To make models using playdough, plasticine and clay.</p>		<p>Explore sculpture of malleable materials and manipulate malleable materials for a purpose - mod rock and pipe cleaner sculptures and paper mache</p>		<p>Shape, form, model and construct malleable and rigid materials – clay tiles</p>		<p>Shape, form, model and join using malleable and rigid materials – wire/junk modelling, paper, card and mod rock.</p>
PRINTING	<p>Safely use and explore a variety of materials,</p>	<p>Create repeating patterns using a range</p>		<p>Experiment with mono printing.</p>		<p>Print with two overlays using an</p>	

<p>KS1 pupils should be taught to develop a wide range of art/design techniques using colour, pattern, texture, line, shape, form and space.</p> <p>KS2 Pupils should be taught to improve their mastery of art/design techniques, including drawing and painting with a range of materials.</p>	<p>tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To use sponges or objects to print and make pictures or patterns.</p>	<p>of man made and natural objects (fingers, sponges, food, leaves, etc)</p> <p>Observe and recognise patterns in the environment</p>		<p>Create repeating patterns using impressed print – press print tiles</p>		<p>impressed print – lino cut</p> <p>Experiment with relief prints using string</p>	
<p>KS1 pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work.</p> <p>KS2 - Pupils should be taught about great ARTISTS, ARCHITECTS AND DESIGNERS IN HISTORY</p>	<p>Wassily Kandinsky – Russian painter</p> <p>Vincent Van Gogh – Dutch painter</p> <p>Jackson Pollock – American artist</p>	<p>Esther Mahlangu (South African artist)</p> <p>Andy Goldsworthy – English sculptor</p> <p>Paul Klee – German/Swiss painter</p>	<p>Corey Barksdale – mural painting</p> <p>Peter Blake – local pop artist/Sergeant Pepper’s album cover</p> <p>Lucy Arnold – minibeasts creating sculptures</p>	<p>Alma Thomas – acrylic landscapes link to UK geography</p> <p>Quentin Blake – illustrations</p> <p>Rashid Johnson – repeated patterns for printing (string print and press print)</p>	<p>Amedeo Modigliani – Italian artist</p> <p>Hokusai (Japanese printer and artist)</p> <p>Jenny Kendler – ‘Birds Watching’</p>	<p>Ted Harrison – landscape artist Canadian</p> <p>Claude Monet – French painter</p> <p>Judith Westrup – printing</p>	<p>Juan Lopez Salvador (Saatchi Art) – volcano wire sculptures.</p> <p>Nikki Farquharson – British modern artist</p> <p>Michael Foreman - illustrations</p>
Key Vocabulary	<p>Pattern/Repeating Patterns</p> <p>Colour</p>	<p>Tone</p> <p>Texture</p> <p>Pattern</p>	<p>Texture</p> <p>Pattern</p> <p>Tint</p>	<p>Pencil grade</p> <p>Tertiary colours</p> <p>Two dimensional</p>	<p>Pattern</p> <p>Texture</p> <p>Three dimensional</p>	<p>Dry media</p> <p>Light and shadow</p> <p>Perspective</p>	<p>Wet media</p> <p>Tonal contrast</p> <p>Mixed media</p>

	Paint Draw Print Make/Create Build Model Creative Art/Craft Artist Shape Texture Material	Primary colours Secondary colours Repeating pattern	Shade Malleable sculpture	Form Mono – print Impressed print	Tint Tone Shade Malleable Rigid materials	Foci/focal point Complementary and contrasting colours Relief print Impressed print	Composition Scale proportion foreground, middle ground back ground Scale
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