











EYFS - Art Progression of Skills and Knowledge

<p>Area of learning</p>	 <p>create explore</p>	 <p>drawing</p>	 <p>painting</p>	 <p>sculpture</p>	 <p>collage</p>	 <p>printing</p>	 <p>great artists</p>	 <p>evaluate</p>
<p>Expressive Arts & Design</p> <p>ELG – Creating with materials</p> <ul style="list-style-type: none"> - 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 <p>ELG – Creating with materials</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher - Sing a range of well-known nursery rhymes - Perform songs, rhymes, poems and short stories with others, and -when appropriate- try to move in time with music <p>ELG – Fine motor skills</p> <ul style="list-style-type: none"> - Hold a pencil effectively - Use a range of small tools, including scissors and paintbrushes - Begin to show accuracy when drawing 	<p>Pupils explore different materials freely to develop their ideas about how to use them and what to make.</p> <p>HOW? Pupils access 'Creation Stations' and Art and Design continuous provision areas/activities to access resources independently and explore own methods and techniques</p> <p>Pupils develop their own ideas and then decide which materials to use to express them. Pupils join different materials and explore different textures</p> <p>HOW? Pupils choose appropriate mediums for desired effects. E.g. using chalk on black paper to ensure it can be seen</p>	<p>Pupils create enclosed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>HOW? Pupils can draw a recognisable flower</p> <p>Pupils draw with increasing complexity and detail, such as representing a face with a circle and adding detail</p> <p>HOW? Pupils add detail to their recognisable flower, adding leaves and petals. Pupils add facial features and human characteristics to drawings of people</p> <p>Pupils use drawings to represent loud noises</p> <p>HOW? Pupils draw big spikey lines to represent a loud noise</p>	<p>Show different emotions in their drawings and paintings, like sadness, happiness, fear, etc.</p> <p>HOW? Pupils paint a happy person with a smile/skipping/using 'sunny' colours. Pupils paint a sad person with a frown/crying/using 'blue' colours.</p> <p>Pupils explore colour and colour mixing of primary and secondary colours.</p> <p>HOW? Pupils use colour mixing from a guided session to mix a secondary colour (E.g – green). Pupils then use different methods and tools to apply the paint (big/small brush, glue spreader, zigzags, swirls, dots).</p>	<p>Pupils begin their understanding that art isn't always 'flat' / 2d.</p> <p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions (3d).</p> <p>HOW? Pupils use their hands to explore and handle malleable materials. Pupils gather a deeper visual understanding that art can be created by sculpting and moulding materials. Children use clay to create 'pinch pots', using their fingers to create a desired effect upon their artwork.</p>	<p>Pupils develop their own ideas and then decide which materials to use to express them. Pupils join different materials and explore different textures</p> <p>HOW? Pupils cut and use tape to join boxes to make models. Children explore different mediums to stick and layer different types of paper to create collages and texture</p> <p>HOW? Pupils use natural resources to create collages.</p>	<p>Pupils begin to understand that prints are made by transferring an image from one surface to another. Pupils begin to see that printing can be used to create patterns (colours, shapes, sequences)</p> <p>HOW? Pupils begin to explore how patterns, shapes and designs can be transferred from one surface to another using different mediums. Children use materials such as bubble wrap and vegetables to print patterns.</p>	<p>Pupils should know that some people create art for a living. Pupils should know that there are famous pieces of artwork from the past and present. Children should be able to recognise some differences between artists' work.</p> <p>HOW? Pupils begin to recognise types of mediums used in different artist's work. For example – darker/ grey artwork could be created in pencil. Bright coloured artwork could be created from paint or pencil crayons.</p> <p>HOW? Pupils study contrasting artists to see how differing effects can be made. (Jackson Pollock paint spatters/flicking)</p>	<p>Pupils describe what they think and feel about what they have done in their own work.</p> <p>HOW? Pupils can talk about their work and the choices they made along the way to achieve it. Pupils can talk about their choice of colours and how these add to the piece of work. Pupils can explain why they chose certain tools to create their work. "I used a small brush for the eyes because they needed to be smaller".</p> <p>HOW? Pupils articulate what they like about their work and how they can improve it if they were going to create it again.</p>



Art Progression of Skills and Knowledge Y1 – Y6

Area of learning	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>NC - Produce creative work, exploring their ideas and recording their experiences</p> <p>KS1 pupils should be taught to - use a range of materials creatively to design and make products</p> <p>KS2 pupils should be taught to - develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>Pupils respond to ideas.</p> <p><i>HOW? Pupils begin to draw their own images after looking at similar designs.</i></p> <p>Pupils explore ideas and make some choices about what they will do.</p> <p><i>HOW? Pupils explore different media and choose the best in order to create. E.g. - pupils choose a big brush for a large painting. They start to mix different colours of paint to find the one that they like best.</i></p>	<p>Pupils explore ideas in different ways, collecting information and practical resources in order to make informed choices about their work.</p> <p><i>HOW? Pupils use a sketchbook to explore and collect ideas. Children begin to question the most appropriate medium type for the desired purpose and outcome. E.g. – choosing oil pastels over pencil crayons as they are more vibrant.</i></p>	<p>Pupils use a variety of approaches to explore and experiment with ideas, information and resources in order to develop their intentions.</p> <p><i>HOW? Pupils use a sketchbook to explore ideas with different media and techniques in response to observing the work of different artists / crafts people and stimuli. Pupils use this knowledge to choose the media they believe will support their own design / ideas, including additional mediums for detail</i></p> <p>Pupils take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop their work.</p> <p><i>HOW? Pupils use a sketchbook to explore ideas combining different media and techniques to create desired effects (3D/texture). Pupils respond to different artists and stimuli.</i></p>	<p>Pupils accept creative risks, exploring and experimenting with ideas independently and inventively and using a range of resources imaginatively to develop, design work.</p> <p><i>HOW? Pupils experiment with ideas, media, tools and techniques on their own. They use the knowledge to inform and create work in their own style. Having experimented with water colour and enjoying pen drawing a pupil combines the two knowing the ink may run but accepting the creative risk and interested to see the outcome.</i></p>	<p>Pupils learn from taking creative risks that help them to form and develop their ideas and to create purposeful, imaginative work with some originality.</p> <p><i>HOW? Pupils experiment with ideas, media, tools and techniques on their own. They use the knowledge to inform and create work in their own style, and upon experimentation, accept creative risks. From this experiment the pupil uses the same technique to create purposeful desired effects in different areas of their work.</i></p>	<p>Pupils develop, express and realise ideas in often original ways, confidently exploiting what they learn from taking creative risks and from their understanding of creative processes.</p> <p><i>HOW? Pupils draw on their previous explorations to create with intent. Pupils evaluate and analyse progress as it develops and adapt as they feel necessary.</i></p>

Frida Kahlo



Art Progression of Skills and Knowledge Y1 – Y6

Area of learning	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>NC – Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>Pupils explore a variety of materials and processes to create their own work</p> <p><i>HOW? Pupils use a range of different materials and processes and recognise that they have different qualities.</i></p> <p>Pupils investigate the nature and qualities of different materials and processes, exercising some control over those they use in their work.</p> <p><i>HOW? Pupils use chalk to explore how they can smudge, soften and blend colours. Pupils use this knowledge in their work choosing when to blend to create a desired effect, e.g. Northern Lights</i></p>	<p>Pupils investigate and use the qualities of materials and processes to develop their own practical skills and communicate their ideas and meanings.</p> <p><i>HOW? After using soft pastels, a pupil investigates oil pastels and discover they create a stronger colour (Aztec suns). The pupil develops their drawing skills by trying different media soft pencils, felt tips, pens, chalks, pastels individually and combined in new ways.</i></p>	<p>They investigate and develop a range of practical skills and use the qualities of materials and processes purposefully to suit their intentions when designing and making.</p> <p><i>HOW? After experimenting with colour mixing previously (Year 2), the pupil can mix colours which they need for their piece. The pupil can select the best media to add fine detail to a painting drawing on previous experiments with a range of media.</i></p>	<p>When designing and making, they develop and use their technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements.</p> <p><i>HOW? When exploring collage, a pupil uses the knowledge that tissue paper can be translucent to create an interesting colour effect by layering. For e.g. they use PVA glue making the tissue wet and discover that it is possible to create interesting textures.</i></p>	<p>They apply their technical knowledge and skills to realise their intentions, using the qualities of materials, processes and the formal elements</p> <p><i>HOW? Pupils are able to choose the materials, media and techniques and apply them to their creation. The pupil selects a thicker textured paper for using watercolours and a selection of brushes to meet their needs (Claude Monet Water Lilies).</i></p> <p>They demonstrate confident understanding and use of materials, processes and the formal elements, combining these thoughtfully to realise their intentions.</p> <p><i>HOW? Having experimented with water colour and enjoying pen drawing, pupils start to combine different media to see what the effect will be. (Claude Monet Water Lilies) - clearly there will be a lot of trial and error but this is a key part of the 'creativity' process in terms of pupils developing their own unique artistic style.</i></p>	<p>They exploit the potential of materials and processes independently, making both intuitive and analytical judgements to develop and realise their intentions.</p> <p><i>HOW? Responding to flowers (Georgia o' Keefe- Freedom Flowers) and drawing on their experiments, a pupil combines different media and techniques by using oil pastels to create a bright base layer of petals, then using tissue with PVA to collage over the top knowing from experiments the wet tissue if applied carefully could be wrinkled to give texture and depth.</i></p>



Art Progression of Skills and Knowledge Y1 – Y6

Area of learning	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>NC – Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>SKILL – Drawing</p> <p>KS1 pupils should be taught to use drawing to develop and share idea, experiences and imagination</p> <p>KS2 pupils should be taught to improve their mastery of art and design techniques, including drawing with a range of materials</p>	<p>Substantive Knowledge:</p> <p>Understand drawing is a physical activity. Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects.</p> <p>Implicit Knowledge/Skill:</p> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Use colour (pastels, chalks) intuitively to develop spiral drawings. Pupils draw from paused film (Beatrix Potter), observing detail using pencil, graphite, handwriting pen etc. Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon.</p>	<p>Substantive Knowledge:</p> <p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p>Implicit Knowledge/Skill:</p> <p>Visit local environment, collect natural objects (Andy Goldsworthy natural art), explore composition and qualities of objects through arranging, sorting & representing. Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Work with care and focus, enjoying making drawings which are unrushed. Create final collaged drawings, which explore composition.</p>	<p>Substantive Knowledge:</p> <p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Understand charcoal and earth pigment were our first drawing tools as humans. Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. Understand that animators make drawings that move (Walt Disney).</p> <p>Implicit Knowledge/Skill:</p> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal (Stone Age cave art). Develop mark making skills by deconstructing the work of artists. Use imaginative and observational drawing skills to make drawings of people/ animals which can be animated. Consider background, foreground and subject.</p>	<p>Substantive Knowledge:</p> <p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Understand artists can work with pattern for different reasons. Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.</p> <p>Implicit Knowledge/Skill:</p> <p>Work in a variety of media according to intention, including handwriting pen, graphite or ink. Use colour, composition, elements, line, shape to create pattern working with tessellations (mosaics), repeat pattern or folding patterns. To feel able to take creative risks in pursuit of creating drawings with energy and feeling.</p>	<p>Substantive Knowledge:</p> <p>Understand that designers create fonts and work with Typography. Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as</p> <p>Implicit Knowledge/Skill:</p> <p>Create fonts inspired by objects/elements around you (space topic). Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Use charcoal, (Air-raid shelter drawings) graphite, pencil, pastel to create drawings of atmospheric “sets” to help inform set design.</p>	<p>Substantive Knowledge:</p> <p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. Understand that graphic designers use typography and image to create packaging which we aspire to use. Understand that there are technical processes we can use to help us see, draw and scale up our work.</p> <p>Implicit Knowledge/Skill:</p> <p>Explore using negative and positive space to “see” and draw a simple element/object. Use the grid system to scale up the image above, transferring the image onto different mediums (Titanic sketches).</p>



Art Progression of Skills and Knowledge Y1 – Y6

Area of learning	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>NC – Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>SKILL – Painting</p> <p>KS1 pupils should be taught to use painting to develop their ideas, experiences and imagination</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>Substantive Knowledge:</p> <p>Understand watercolour is a media which uses water and pigment. Understand we can hold brushes in a variety of ways to make watercolour marks.</p> <p>Implicit Knowledge/Skill:</p> <p>Explore watercolour in an intuitive way to build understanding of the properties of the medium. Paint without a fixed image of what you are painting in mind. Respond to your painting and try to “imagine” an image within. Work back into your painting with paint, pen or coloured pencil to develop the imagery.</p>	<p>Substantive Knowledge:</p> <p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Understand that primary colours can be mixed together to make secondary colours of different hues. Understand the concept of still life.</p> <p>Implicit Knowledge/Skill:</p> <p>Explore colour mixing (cacao pods) through gestural mark making, initially working without a subject matter to allow exploration of media. Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above.</p>	<p>Substantive Knowledge:</p> <p>Understand that we can create imagery using natural pigments and light. Understand that paint acts differently on different surfaces. Understand the concept of still life and landscape painting.</p> <p>Implicit Knowledge/Skill:</p> <p>Continue to develop colour mixing skills. Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. Explore creating pigments from materials around you (earth, vegetation) – Egyptians papyrus paper with ‘Earth Paint’ hieroglyphics.</p>	<p>Substantive Knowledge:</p> <p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements. That still life is a genre which artists have enjoyed for hundreds of years and which contemporary artists still explore today.</p> <p>Implicit Knowledge/Skill:</p> <p>To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. To use close observation and try different hues and tones to capture 3d form in 2 dimensions (Roman still life observation drawing). To make work as part of a community/class and understand how everyone can contribute towards a larger artwork (Clarice Cliff).</p>	<p>Substantive Knowledge:</p> <p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this.</p> <p>Implicit Knowledge/Skill:</p> <p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design (Harry Potter costume design).</p>	<p>Substantive Knowledge:</p> <p>Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function.</p> <p>Implicit Knowledge/Skill:</p> <p>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality (street art stencils). Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.</p>



sculpture

Art Progression of Skills and Knowledge Y1 – Y6

Area of learning	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>NC – Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>SKILL – Sculpture/3D form</p> <p>KS1 pupils should be taught to use sculpture to develop 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>Substantive Knowledge:</p> <p>Understand that different materials produce different outcomes when being chosen to create 3D artwork/sculpture</p> <p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Understand the meaning of “Design through Making”</p> <p>Implicit Knowledge/Skill:</p> <p>Explore and experiment with constructing and joining recycled, natural and manmade materials. Use simple joins when connecting chosen materials. Explore sculpture with a range of malleable materials.</p> <p>Use a combination of two or more materials to make sculpture. Use construction methods to build. Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.</p>	<p>Substantive Knowledge:</p> <p>Understand that different materials have different purposes when being chosen to create sculpture. Understand that tools can be used to help manipulate and shape materials for 3D form</p> <p>Understand the role of an architect. Understand when we make sculpture by adding materials it is called Construction.</p> <p>Implicit Knowledge/Skill:</p> <p>Explore and manipulate different malleable media and materials for a desired purpose. When creating a structure, choose relevant shapes and sizes for the desired outcome. Use tools appropriately to achieve a desired shape and outcome (Dragons eyes)</p> <p>Design through Making philosophy to playfully construct towards a loose brief. Transform found objects into sculpture (Titanic junk modelling), using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure.</p>	<p>Substantive Knowledge:</p> <p>Understand that we can mix artistic techniques to create 3D sculptures.</p> <p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). That clay and Modroc are soft materials which finally dry/set hard. An armature is an interior framework which support a sculpture. Understand that articulated drawings can be animated.</p> <p>Implicit Knowledge/Skill:</p> <p>Explore how structures can be made by planning, designing and making models from observation and imagination. Explore, shape, form, model and construct using both malleable and rigid materials (Egyptian tools) and begin to have a preference for their own artistic style. Plan and develop ideas, using different joining techniques and methods of construction</p>	<p>Substantive Knowledge:</p> <p>Understand that sculpture is a historical art form and artwork was often made from accessible materials, which some are still used today (clay)</p> <p>Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. To understand that sometimes people themselves can be the object, as in performance art. To understand that make sculpture can be challenging. To understand it takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right.</p> <p>Implicit Knowledge/Skill:</p> <p>Explore how clay can be joined adequately and used to construct a simple base for extending and modelling other shapes. Discuss their own work and the work of others, specifying what they like/dislike and possible techniques used to achieve outcomes</p>	<p>Substantive Knowledge:</p> <p>Understand that sculptural pieces of artwork can be used as inspiration for own artistic creations and can be imitated for different purposes</p> <p>Understand that set designers can design/make sets for theatres or for animations. Understand that designers often create scaled models to test and share ideas with others. Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better.</p> <p>Implicit Knowledge/Skill:</p> <p>Explore intricate patterns and textures within and upon malleable media. Shape, form, model, construct from observation, imagination and inspiration. Replicate famous artworks using sculpture skills with accuracy.</p> <p>Think about scale, foreground, background, lighting, texture, space, structure and intention. Use Design through Making and scale models to create a piece of architecture which would</p>	<p>Substantive Knowledge:</p> <p>Understand that 3D sculpture is an artform used globally, and can convey messages (political/cultural), emotions and feelings. Understand sculpture art forms can be interpreted differently by different people</p> <p>Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. Understand that artists and designers add colour, texture, meaning and richness to our life. Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future.</p> <p>Implicit Knowledge/Skill:</p> <p>Explore and verbalise meaning and possible messages from famous sculptural artworks. Design and create 3D formed pieces of art that convey a message. Use previously learned skills and techniques to continue to</p>

			<p>Use malleable materials that solidify to create desired effect (Mod rock/paper Mache Brazilian headdresses/masks). Consider form, texture, character, structure.</p>	<p>Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us. To work in collaboration to explore how we can present ourselves as art object. Use tools to help us construct and take creative risks by experimenting to see what happens.</p>	<p>make the world a better place.</p>	<p>master and make sculptural forms</p>
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Frida Kahlo



Art Progression of Skills and Knowledge Y1 – Y6

Area of learning	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>NC – Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>SKILL – Collage</p> <p>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</p> <p>KS2 pupils should be taught to improve their mastery of art and design techniques with a range of materials</p>	<p>Substantive Knowledge:</p> <p>Understand that there are different types of art including collage. Understand that collage is the art of using elements of paper to make images.</p> <p>Implicit Knowledge/Skill:</p> <p>Collage with painted papers exploring colour, shape and composition. Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.</p>	<p>Substantive Knowledge:</p> <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <p>Implicit Knowledge/Skill:</p> <p>Use various collaging techniques and mediums to add effect to drawings (Paul Klee London landmarks). Work into the collage with further drawing made in response to the collaged sheet. Collage with drawings to create invented forms.</p>	<p>Substantive Knowledge:</p> <p>Understand we can create our own papers with which to collage.</p> <p>Implicit Knowledge/Skill:</p> <p>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition (create own papyrus paper).</p>	<p>Substantive Knowledge:</p> <p>Understand that collage materials are chosen carefully with purpose in mind to create a desired effect.</p> <p>Implicit Knowledge/Skill:</p> <p>Explore using mixed tools to create collage effects. E.g. use scissors to create intricate designs, and hands to rip and shape paper with increased precision.</p>	<p>Substantive Knowledge:</p> <p>Understand that collage materials are chosen carefully with purpose in mind. Explain the reasons for material choices to create a desired effect</p> <p>Implicit Knowledge/Skill:</p> <p>Explore and use different materials to create multi-layer pieces of artwork using mixed media and mediums. Design and create intricate and ambitious designs that are original</p>	<p>Substantive Knowledge:</p> <p>Understand that collage materials are chosen carefully with purpose in mind. Explain the reasons for material choices to create a desired effect</p> <p>Implicit Knowledge/Skill:</p> <p>Explore and use different materials to create multi-layer pieces of artwork using mixed media and mediums. Design and create intricate and ambitious designs that are original</p>

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Art Progression of Skills and Knowledge Y1 – Y6

Area of learning	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>NC – Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>KS1 pupils should be taught to use printing techniques to develop their ideas, experiences and imagination</p> <p>KS2 pupils should be taught to improve their mastery of art and design techniques, including printing with, and on to a range of materials</p>	<p>Substantive Knowledge:</p> <p>Understand prints are made by transferring an image from one surface to another. Understand relief prints are made when we print from raised images (plates).</p> <p>Implicit Knowledge/Skill:</p> <p>Use hands and feet to make simple prints (Tales around the World), using primary colours. Collect textured objects (leaves) and make rubbings, and press them into plasticine to create plates/ prints (relief printing) exploring how we ink up the plates and transfer the image. Explore concepts like “repeat” “pattern” “sequencing”.</p>	<p>Substantive Knowledge:</p> <p>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet.</p> <p>Implicit Knowledge/Skill:</p> <p>Transfer the skills learned in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line (Christmas cards)</p>	<p>Substantive Knowledge:</p> <p>Understand that screen prints are made by forcing ink over a stencil. Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes.</p> <p>Implicit Knowledge/Skill:</p> <p>Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning (Christmas cards)</p>	<p>Substantive Knowledge:</p> <p>Understand that mono and screen printing can be used separately or together to create a desired art piece and outcome</p> <p>Implicit Knowledge/Skill:</p> <p>Use combined designs on different materials to create a rainforest inspired piece of artwork. Consider shape, texture and intricacy when using multiple materials to achieve desired effects</p>	<p>Substantive Knowledge:</p> <p>Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artist’s book.</p> <p>Implicit Knowledge/Skill:</p> <p>Combine mono type with painting and collage to make an “artists book” inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks (Christmas cards).</p>	<p>Substantive Knowledge:</p> <p>Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.</p> <p>Implicit Knowledge/Skill:</p> <p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world (Banksy). Use screen-printing and/or mono-printing over collaged and painted sheets to create your piece of activist art or create a zine using similar methods (Christmas cards).</p>

Frida Kahlo



great artists

Art Progression of Skills and Knowledge Y1 – Y6

Area of learning	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>NC – Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p> <p>KS1 pupils should be taught to 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 works</p> <p>KS2 pupils should be taught to about great artists, architects and designers</p>	<p>Pupils should know how to: recognise and describe some simple characteristics of different kinds of art, craft and design; the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</p> <p>HOW? Pupils are able to describe the media used to create a painting / drawing / sculpture / print. Pupils can name and use: a paintbrush, pencil, clay. Pupils can start to identify primary and secondary colours as well as basic shapes.</p>	<p>Pupils should know: that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they</p> <p>HOW? Pupils can talk about Impressionist work knowing they used oil paints and broad strokes.</p> <p>Pupils describe the work of others commenting on the ideas and purposes that they encounter. They use this to adapt and improve aspects of their own work when making images and artefacts for different purposes</p> <p>HOW? After looking at the work of different artists, craftspeople, architects and designers, pupils are able to explain how to use some of the tools and techniques they have chosen to work with. They reflect on the work of others to enhance and improve their own work.</p>	<p>Pupils compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made.</p> <p>HOW? Pupils can compare the printing style of Andy Warhol with famous others. They learn how Warhol wanted to be famous and earn lots of money whilst other artists work in secret and want to remain anonymous.</p>	<p>Pupils consider and discuss the ideas, methods and approaches that are used by artists, craftspeople and designers, relating these to both context and purpose</p> <p>HOW? Pupils can compare art styles between artists. They are able to express differences but recognise that contrasting artists and styles both have a purpose or meaning behind their work.</p>	<p>They interpret and explain how ideas and meanings are conveyed by artists, craftspeople and designers, recognising the varied characteristics of different historical, social and cultural contexts.</p> <p>HOW? After looking at art representing different cultures. E.g. Islam and Christianity around the world (Africa topic). Pupils are able explain how faith/culture was part of the artistic process.</p> <p>They explain how and why their understanding of the work of others affects their own ideas, values and practice.</p> <p>HOW? Pupils are able to discuss why they like the works of a particular artist and how this has impacted on their own work. For example, pupils can describe from studying paintings by Vincent Van Gogh and they particularly liked his use of colours and the style of his brush strokes.</p>	<p>They analyse, engage with, and question critically aspects of their own and others' work, identifying how beliefs, values and meanings are expressed and shared.</p> <p>HOW? After learning about contemporary Aboriginal paintings (Year 5) and Yayoi, pupils can discuss the use and effect of dots. They can discuss how Aboriginal paintings can be sacred and used to tell stories, and Yayoi can be used in many different media, but they are all covered in dots. They can discuss what they like and don't like and why.</p>

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Art Progression of Skills and Knowledge Y1 – Y6

Area of learning	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>NC – Evaluate and analyse creative works using the language of art, craft and design</p> <p>KS1 pupils should be taught to discuss and describe their own works and work of studied artists</p> <p>KS2 pupils should be taught to discuss, evaluate and analyse their own works and work of studied artists, identifying key aspects and offering ways to improve</p>	<p>They describe what they think and feel about the work of others and what they have done in their own work.</p> <p>HOW? Pupils can talk about the work of other pupils and their teacher. They can explain what they like about an artefact (a flower / tree / bowl of fruit) as it makes them feel happy. Pupils can talk about their choice of colours as these make them feel happy / that they are the same as the flower they were representing.</p>	<p>They describe some of the characteristics of different kinds of art, craft and design. They suggest ways to improve their own work.</p> <p>HOW? Pupils can identify some techniques used by known artist. Pupils can say what would make their work better. They are able to describe the bold colours and forms used by Paul Klee and Pablo Picasso. Pupils can say that a colour they used was not right or a smaller brush would have been a better choice.</p>	<p>They describe the work of others commenting on the ideas and purposes that they encounter. They use this to adapt and improve aspects of their own work when making images and artefacts for different purposes.</p> <p>They discuss their own work and that of others and consider how they might adapt and refine their ideas, skills and processes.</p> <p>HOW? After looking at real houses within Stoke-on-Trent, pupils can compare to Sid Kirkham’s Stoke-on-Trent’s landscape artwork. They can describe the difference of Stoke-on-Trent in black and white and in real life, recognising the pop of bold colour from the red aspects of his artwork.</p>	<p>They evaluate their own work and that of others, reflecting on their own view of its purpose and meaning. They are able to adapt and refine their ideas, processes and intentions.</p> <p>HOW? Pupils will progress their work through the use of a sketch book over time reflecting and evaluating as they work and using this information to inform their final piece. After considering their own work, they want to add texture to the piece and consider how best to do this.</p>	<p>They provide a reasoned evaluation of the purpose and meaning of their own work and that of others. They use their critical understanding to develop their own views and practice.</p> <p>They analyse and comment on their own and others’ work, appreciating how codes and conventions are used to express ideas in different genres, styles and traditions.</p> <p>HOW? Pupils consider the intention for their work when they evaluate alongside the media and techniques used.</p>	<p>They confidently express reasoned judgements about their own work and that of others, demonstrating analytical, critical and contextual understanding.</p> <p>HOW? When looking at Banksy’s work, they are able to discuss use of form and colour and intention. They can answer questions about why he might to choose to work in this way.</p>



Art Progression of Skills and Knowledge EYFS – Y6

Vocabulary

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • Portrait • Technique • Materials • Wavy • Straight lines • Colour mixing • Cut • Sculpture • 3D • Flat • Pressure • Join • Dots • Shape • Pattern • Print • 	<ul style="list-style-type: none"> • Portrait • Technique • Materials • Wavy • Straight lines • Colour mixing • Cut • Sculpture • 3D • Flat • Pressure • Join • Features • Oil pastels • Bland • Hatching • Cross-hatch • Mould • Oval • Centre • Twist • Plait • Scrunch • Fabric • Tie-dye • Change • Texture • Natural • Smooth 	<ul style="list-style-type: none"> • Nature • Pattern • Mixing • Watercolour • Shade • Primary colours • Secondary colours • Paint • Collage • Overlap • Overlay • Construct • Pattern • Join • Smudge • Blend • Sculpture 	<ul style="list-style-type: none"> • Sketch • Observational • Still life • Position • Shading • Designers • Clay • Paper Mache • Sculpture • Recycle • Natural • Technique 	<ul style="list-style-type: none"> • Abstract • Style • Medium • Secondary colours • Pastels • Effect • Designer • Architects • Join • Smooth • Hatching • Cross-hatching • Stippling • Point • Curve • Volume 	<ul style="list-style-type: none"> • Tapestry • Quilt • Weave • Layer • Thread • Stitch • Textiles • Design • Techniques • Scale • Proportion • Scaling • Tone • Subject • Composition • Position • Relationship • Sketch • Lines • Strokes • Impressionism • Tones • Landscapes • Reflect • Shading • Artist copy • Replica • Influence • Style 	<ul style="list-style-type: none"> • Gesture • Movement • Proportion • Line • Tone • Shade • Expressions • Figure • Form • Colour • Shades • Montage • Collage • Tints • Nature • Man-made • Viewfinder • Landscape • Perspective • Object • Scale • Enlarge • Observational • Manipulate • Prototype