



ART

progression of skills

Artists, Architects, Designers and Art History

| Year Group | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------|---|---|--|--|--|--|--|
| Skills | <ul style="list-style-type: none"> Describe what can be seen and give an opinion about the work of an artist To know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. To know how to explain what they are doing when they make art. | <ul style="list-style-type: none"> Describe what can be seen & give an opinion about the work of an artist Ask questions about a piece of art To know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. To know how to explain what they are doing when they make art. | <ul style="list-style-type: none"> Describe what can be seen & give an opinion about the work of an artist Ask questions about a piece of art To know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. To 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 use). | <ul style="list-style-type: none"> Know how to identify the techniques used by different artists Know how to compare the work of different artists Recognise when art is from different cultures Recognise when art is from different historical periods | <ul style="list-style-type: none"> Experiment with styles used by other artists Explain some of the features of art from historical periods. Know how different artists developed their specific techniques | <ul style="list-style-type: none"> Research the work of an artist and use their work to replicate a style | <ul style="list-style-type: none"> Explain the style of art used and how it has been influenced by a famous artist Understand what a specific artist is trying to achieve in any given situation |
| Checkpoints | See above | <p>End of KS1 Expectation:</p> <ul style="list-style-type: none"> To know about the work of a range of artists, craft makers and designers. To describe the differences and similarities between different practices and disciplines, and making links to their own work. | | <p>End of KS2 Expectation:</p> <ul style="list-style-type: none"> To know about great artists, architects and designers in history. To be able to draw comparisons between artists and between the artist's work and their own | | | |

Developing ideas and using sketchbooks

| Year Group | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------|--|--|---|--|--|--|---|
| Skills | <p>Expressive Arts and Design: Exploring and using media and materials. Children explore what happens when they mix colours. Experiment to create different textures. Understand different media can be combined to create new effects. Manipulate materials to achieve a planned effect. Select appropriate resources and adapt work where necessary. 40-60 months Children explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function.</p> | <ul style="list-style-type: none"> • understand what a sketchbook is and how it is used for experimentation and exploration • respond positively to first ideas • test out simple ideas • can begin to describe the similarities and differences in their own work • can begin to use key vocabulary to demonstrate knowledge and understanding | <ul style="list-style-type: none"> • respond positively to ideas and starting points; • explore ideas and collect information; • describe differences and similarities and make links to their own work; • try different materials and methods to improve. • use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. | <ul style="list-style-type: none"> • Continue to build understanding that sketchbooks are places for personal experimentation • Understand that the way each persons' sketchbook looks is unique to them and there is no wrong way • Begin to make visual notes to record ideas discovered through looking at other artists • Beginning to describe differences and similarities and make links between own work and the work of other artists | <ul style="list-style-type: none"> • Use sketchbooks to revisit ideas • Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook • Make visual notes to record ideas discovered through looking at other artists • With support can use digital technology as sources for developing ideas; | <ul style="list-style-type: none"> • Use sketchbooks to revisit and build on ideas considering ways to improve • Make visual notes to capture, consolidate and reflect upon the artists studied. • Begin to think critically about their art and design work; • Begin to use digital technology as sources for developing ideas; | <ul style="list-style-type: none"> • Use sketchbooks to revisit and build on ideas using other artists to inspire and improve their own techniques • Make visual notes to capture, consolidate and reflect upon the artists studied • think critically about their art and design work; • use digital technology as sources for developing ideas; • use key vocabulary to demonstrate knowledge and understanding in this strand |
| Checkpoints | As above | <p>KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences. Children can:</p> <ul style="list-style-type: none"> • respond positively to ideas and starting points; • explore ideas and collect information; • describe differences and similarities and make links to their own work; • try different materials and methods to improve. • use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. | <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can:</p> <ul style="list-style-type: none"> • review and revisit ideas in their sketchbooks; • offer feedback using technical vocabulary; • think critically about their art and design work; • use digital technology as sources for developing ideas; • use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure. | | | | |

Drawing

| Year Group | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------|--|--|--|---|--|---|---|
| Skills | <p>ELG: Creating with Materials Children at the expected level of development will:</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. •Use graphic tools, fingers, hands, chalk, pens and pencils. •Draw on different surfaces and coloured paper. •Produce lines of different thickness using a pencil. | <ul style="list-style-type: none"> • Experiment with a variety of media; pencils, charcoal, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. • Begin to control the types of marks made with the range of media. • Continue to draw on different surfaces with a range of media. • Produce line drawings. • Know how to use pencils to create lines of different thickness in drawings • Know how to show how people feel in paintings and drawings | <ul style="list-style-type: none"> • Continue to control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. • Sketch out simple ideas. •Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Introduce blending to create tone. •Know how to use a viewfinder to focus on a specific part of an artefact before drawing it | <ul style="list-style-type: none"> •Develop intricate patterns/ marks/ textures with a variety of media. •Introduce different grades of pencil and other implements to draw different forms and shapes • Introduce cross hatching to create tone. • Sketch to record media explorations and experimentations as well as planning and collecting source material for future works. •Begin to show an awareness of objects having a third dimension and perspective. • Know how to show facial expressions in art | <ul style="list-style-type: none"> • Know how to show facial expressions and body language in sketches and paintings •Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. • Know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections • Develop drawings featuring the third dimension and perspective. | <ul style="list-style-type: none"> • Know how to use shading to create mood and feeling • Know how to organise line, tone, shape and colour to represent figures and forms in movement • Develop intricate patterns using different grades of pencil and other implements to create lines and marks. • Know how to express emotion in art •Work in a sustained and independent way to create a detailed drawing. •Develop a key element of their work: line, tone, pattern, texture. •Use different techniques for different purposes i.e. shading, hatching within their own work. •Developed understanding of perspective •Begin to develop an awareness of composition, scale and proportion in their drawings and paintings. | <ul style="list-style-type: none"> • Know which media to use to create maximum impact • Use a full range of pencils, charcoal or pastels when creating a piece of observational art • Work in a sustained and independent way to develop their own style of drawing. •Continue to develop Different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. • Continue to have opportunities to develop further simple perspective in their work using a single focal point and horizon. •Develop an awareness of composition, scale and proportion in their pictures. •Sketch figures and forms in movement |
| Checkpoints | See above | <p>End of KS1 Expectation: To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> • draw lines of varying thickness; • use dots and lines to demonstrate pattern and texture; • use different materials to draw, for example pastels, chalk and felt tips | | <p>End of KS2 Expectation: To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can:</p> <ul style="list-style-type: none"> • use a variety of techniques to add effects, e.g. shadows, reflection, hatching and crosshatching; • depict movement and perspective in drawings; • use a variety of tools and select the most appropriate. | | | |

Painting and colour theory

| Year Group | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------|--|---|--|---|--|--|---|
| Skills | <p>ELG: Creating with Materials</p> <p>Children at the expected level of development will:</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. • Use a variety of tools e.g. different sized brushes, sponge brushes, sponges, fingers, twigs. • Recognise and name the primary colours being used. | <ul style="list-style-type: none"> • Know how to show how people feel in paintings and drawings • Use colour, pattern, texture, line, form, space and shape. • Continue to experiment with a variety of media; different brush sizes and tools. • Begin to control the types of marks made with the range of media. • Begin to mix secondary colours. | <ul style="list-style-type: none"> • Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture, watercolour • Know how to mix paint to create secondary colours • Know how to create brown with paint • Use a brush to produce marks appropriate to work. E.g. small brush for small marks. | <ul style="list-style-type: none"> • Demonstrate increasing control of the types of marks made and experiment with different effects • Know how to show facial expressions in art • Know how to create a background using a wash • Know how to use a range of brushes to create different effects in painting • Introduce the colour wheel and begin to explore complimentary colours. • Know how to create tints with paint by adding white and know how to create shades with paint by adding black | <ul style="list-style-type: none"> • Confidently control of the types of marks made and experiment with different effects • Know how to show facial expressions and body language in sketches and paintings • Know how to use marks and lines to show texture in art • Know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections • To mix a tertiary colour. | <ul style="list-style-type: none"> • Confidently control of the types of marks made and experiment with different effects and textures • Know how to use shading to create mood and feeling • Know how to organise line, tone, shape and colour to represent figures and forms in movement • Know how to express emotion in art • Mix and match colours to create atmosphere and light effects. • Know how to create tones by adding grey. | <ul style="list-style-type: none"> • Purposefully control of the types of marks made and experiment with different effects and textures • Know which media to use to create maximum impact • Use a full range of pencils, charcoal or pastels and/or paint when creating a piece of observational art • Mix colours/hues, tints, shades and tones with confidence building on previous knowledge; understanding which works well in their work and why. |
| Checkpoints | See above | <p>End of KS1 Expectation:</p> <p>To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> • name the primary and secondary colours; • experiment with different brushes (including brushstrokes) and other painting tools; • mix primary colours to make secondary colours; • add white and black to alter tints and shades | | <p>End of KS2 Expectation:</p> <p>To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can:</p> <ul style="list-style-type: none"> • create a colour palette, demonstrating mixing techniques; • use a range of paint (acrylic, oil, paints, and watercolours) to create visually interesting pieces. | | | |

Sculpting

| Year Group | EYFS | Years 1 and 2 | Years 3, 4 and 5 | Year 6 |
|-------------|---|--|--|---|
| Skills | <p>ELG: Creating with Materials</p> <p>Children at the expected level of development will:</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. •Decorate a piece of fabric. | <ul style="list-style-type: none"> • To know how to cut, roll and coil different materials (salt dough, play dough, clay, plasticine) • To know how to manipulate materials including kneading and pinching • Use tools and equipment safely and in the correct manner • Use salt dough/plasticine to mould a sculpture linked to desired topic • To carve patterns into a salt dough/plasticine using a tool | <ul style="list-style-type: none"> • To show knowledge of objects having a 3rd dimension • To know how to plan a model from an observation/drawing • Make clay thumb/pinch pots linked to desired topic • Make and decorate clay coil pots • To know how to join clay pieces using slip • To make own slip to join pieces of clay together <p>To make slab pots</p> <ul style="list-style-type: none"> • To add decoration using coils pinching etc | <ul style="list-style-type: none"> • To know how to choose an appropriate material for a particular design (Could be mixed media) • To know how to explain their choice of media and why it is best suited for the sculpture • Combine pinch, slabbing and coiling methods to produce clay end pieces. |
| Materials | Salt dough, play dough, plasticine, fabric | salt dough/plasticine, carving tools, fabric, | Clay, carving tools, | A variety of materials to choose from |
| Checkpoints | See above | <p>End of KS1 Expectation:</p> <p>To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> • use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • use a variety of techniques, e.g. rolling, cutting, pinching; • use a variety of shapes, including lines and texture; | <p>End of KS2 Expectation:</p> <p>To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:</p> <ul style="list-style-type: none"> • plan and design a sculpture; • use tools and materials to carve, add shape, add texture and pattern; • develop cutting and joining skills, e.g. using wire, coils, slabs and slips; | |

Materials (Collage/Craft)

| Year Group | EYFS | Years 1 and 2 | Years 3, 4 and 5 | Year 6 |
|-------------|---|---|---|--|
| Skills | <p>ELG: Creating with Materials</p> <p>Children at the expected level of development will:</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. •Decorate a piece of fabric. | <ul style="list-style-type: none"> • To experiment with cutting different materials • To explore layering materials using overlap and overlay • To create a background using collage techniques • To explore patterns using different materials/pieces • To be introduced to adhesives – pritt and PVA | <ul style="list-style-type: none"> • Use different fabrics and materials for different effects • To create art by using fabrics for weaving • To show awareness of contrasts in textures and colours • Knot, fray, fringe, twist or plait threads/fabrics • To experiment with creating mood, feeling, movement. | <ul style="list-style-type: none"> • To know how to choose an appropriate material for a particular design (Could be mixed media) • Select from a range of different materials to collage in different ways for effect. • Create work using textiles, and various stitching techniques and embroidery stitches. • To be able to use smaller eyed needles and finer threads. • Use simple applique • Embellish work using a variety of techniques and materials |
| Materials | Paper, tissue, photographs, fabric, magazine | Paper, tissue, photographs, fabric, magazine | Fabric, cord, wool, string, ribbon, | A variety of materials to choose from |
| Checkpoints | See above | <p>End of KS1 Expectation:</p> <p>Children can:</p> <ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued; • sort and arrange materials; • use key vocabulary to demonstrate knowledge and understanding in this strand: collage, layer, overlap, overlay etc | <p>End of KS2 Expectation:</p> <p>To improve their mastery of art and design techniques with a range of materials, children can:</p> <ul style="list-style-type: none"> • Create a piece of art by weaving materials • Experiment with creating mood, feeling and movements • Contrast colour and texture when working with materials • Use applique • Use embellishment techniques | |

Printing

| Year Group | EYFS | Years 1 and 2 | Years 3, 4 and 5 | Year 6 |
|-------------|--|---|--|--|
| Skills | <p>ELG: Creating with Materials</p> <p>Children at the expected level of development will:</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. <ul style="list-style-type: none"> • Printing with shapes from solids. • Hand, finger and foot printing. • Printing with a variety of hard and soft materials, natural and manmade. • Impressed printing (drawing into paint) using combs, scrapers, forks etc. • Take rubbings of everyday objects | <ul style="list-style-type: none"> • Create simple pictures by printing with a range of 3D shapes, and hard and soft materials. • Produce a clean printed image. • Experiment with pattern, rotation and overlapping. • Demonstrate/ experience impressed printing; use different materials to create a variety of effects. E.g. thick/thin/wavy lines. • Make own relief printing blocks using string on a card base, polystyrene tiles, wooden block. • Experiment with mono-printing; lay objects onto a printing palette to take a print. | <ul style="list-style-type: none"> • Continue to explore mono-printing using motifs and colour. • Print on different types of paper materials. • Continue to experiment with pattern, rotation and overlapping and also use a range of colour. • Continue to explore relief printing (including string, insulation and polystyrene tile printing). • When making own printing blocks add more detail after 1st print and print again with a 2nd colour. • Combine prints taken from different objects to produce an end piece. | <ul style="list-style-type: none"> • Expand experience of printing in 2-3 colours. • Experiment with and show experience in a range of mono print techniques (drawing into ink, placing objects on printing palette, placing motifs). • Start to overlay prints with other media. • Print on fabric. Use this as a starting point for embroidery |
| Checkpoints | See above | <p>End of KS1 Expectation:</p> <p>To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture. Children can:</p> <ul style="list-style-type: none"> • copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; | <p>End of KS2 Expectation:</p> <p>To improve their mastery of art and design techniques with a range of materials – printing. Children can:</p> <ul style="list-style-type: none"> • design and create printing blocks/tiles; • develop techniques in mono, block and relief printing; • create and arrange accurate patterns; | |