

Art – Knowledge Progression Document

Drawing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Experiment with a range of drawing tools and name them, pencil, felt tipped pens, handwriting pens, chalk pastel, oil pastel, wax crayons, pencil crayons.</p> <p>Draw from observation, memory and imagination.</p> <p>Draw on a large and small scale and use different shapes and colours of paper.</p> <p>Draw upright and flat.</p> <p>Draw controlled lines and use the skill to make different shapes.</p>	<p>Communicate something about themselves in their drawing.</p> <p>Create moods in their drawings.</p> <p>Use pencil crayons create coloured drawings.</p> <p>Draw faces putting features in the correct places.</p> <p>Draw lines of different shapes and thickness, using different grades of pencil.</p> <p>Interpret an object through drawing observed detail.</p> <p>Use viewfinders to focus on a particular area.</p> <p>Find and draw different types of lines – wavy, thick, thin, broken, zig zag etc.</p> <p>Make drawings as a starting point for work in other areas such as textiles, mask making etc.</p>	<p>Understand where they might use different grades of pencil in their drawing.</p> <p>Create different tones using light and dark. Use different shading techniques to create different tones.</p> <p>Show patterns and texture in their drawings.</p> <p>Use a viewfinder focus on a specific part of an artefact before drawing it.</p> <p>Make drawings that focus on pattern or texture.</p> <p>Draw with wax crayon, charcoal and pastel using different pressures.</p> <p>Draw with charcoal and pastel, blending and smudging.</p> <p>Can use ball point pen make fine marks.</p> <p>Begin show pattern and texture in their drawing</p>	<p>Use drawing techniques to record their observations of basic details.</p> <p>Create a sense of proportion in a drawing.</p> <p>Use experimental drawing techniques to create atmosphere or mood in a drawing.</p> <p>Explain why they have chosen specific materials to draw with to achieve different effects.</p> <p>Understand the different grades of pencil and use them scribble and shade (cross hatch, dot dash, circle, spiral).</p> <p>Use different pressures to create hard and soft lines.</p> <p>Show facial expression in their drawing.</p> <p>Use small sketches to produce a final piece.</p> <p>Write an explanation of their sketch.</p> <p>Use shading to create tone.</p>	<p>Use drawing techniques to record their observations of all the main details of a subject.</p> <p>Create a sense of distances and proportion in a drawing.</p> <p>Explain why they have chosen specific materials draw with and what effects have been created.</p> <p>Draw demonstrating an understanding of line, ne, scale, texture and depth.</p> <p>Use mirrors, viewfinders, magnifying glasses to make more detailed observations.</p> <p>Begin to show facial expression and body language in their drawings.</p> <p>Show reflections Explain.</p>	<p>Create a sense of perspective in a drawing. Develop a collection of drawings that explore a theme.</p> <p>Explain how they have created different effects using different materials and techniques.</p> <p>Use new media such as pen and ink.</p> <p>Use hard and soft lines show the detail in the distance, foreground and avoid using a rubber.</p> <p>Prepare a drawing surface.</p> <p>Draw with pastel and charcoal to create effects.</p> <p>Draw simple objects including texture.</p> <p>Shade show mood and feeling.</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement.</p>	<p>Use drawing to communicate ideas and convey a sense of individual style.</p> <p>Use shading techniques create depth and ne.</p> <p>Explain how they have combined different materials and explain why they have chosen specific drawing techniques. Pastel and charcoal.</p> <p>Create accurate and experimental drawings that lead the development of a final polished outcome.</p> <p>Sketches communicate emotions and a sense of self within accuracy and imagination.</p> <p>Explain why they have chosen specific drawing techniques.</p>



Painting

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore different types of paint – ready mixed, powder, finger, water colour, etc.</p> <p>Paint controlled lines and use the skill to make different shapes.</p> <p>Mix colours and describe how they look.</p> <p>Mix sawdust, sand, washing up liquid, paste in paint to change its consistency or texture.</p> <p>Paint flat and upright paint on a small and large scale using appropriate tools and applicators.</p> <p>Paint on different sizes, shapes and colours of paper.</p> <p>Name and recognise colours.</p> <p>Mix primary colours (red, yellow, blue) to make secondary colours (orange, purple, green).</p>	<p>Paint a picture of something they can see.</p> <p>Communicate something about themselves and moods in their paintings. Understand basic colour theory of primary colours.</p> <p>Experiment with a wide range of applicators – brushes, sponges, rollers, glue spreaders, combs, pads, fabric, cotton buds.</p> <p>Mix own colours such as pink, grey and brown, skin tones and name the primary and secondary colours.</p> <p>Develop a vocabulary to discuss colour – light/dark, hot/cold, happy/sad.</p>	<p>Make paintings and draw on to add to detail using different media.</p> <p>Mix tints, shades (adding black and white) and secondary colours.</p> <p>Look at the work of other artists and experiment with their approaches.</p>	<p>Use a range of brushes to create.</p> <p>Select an appropriate brush type, size and style depending on the task.</p> <p>Can mix colours with accuracy.</p> <p>Know where the colours are on the colour wheel (primary and secondary).</p> <p>Create a background using a wash.</p> <p>Use different brushes for different effects.</p> <p>Explore links between colours and feelings and explain which colours work well together.</p> <p>Use artists' work as a starting point and create work in the style of different artists.</p>	<p>Understand the different Properties of different paints: watercolour, oil, ready mixed.</p> <p>Create mood in a painting using colour.</p> <p>Use shade to create depth in a painting.</p> <p>Work in monochrome (shades of one colour).</p> <p>Look at and make paintings with background, foreground and middle ground and use perspective.</p> <p>Mix and match colours for purposes (e.g., skin colours).</p> <p>Mix different consistencies of paints.</p>	<p>Understand the different Properties of different paints, acrylic and glass paint.</p> <p>Create a range of shades using different kinds of paint.</p> <p>Identify different painting styles and how these have artists are influenced by these styles.</p> <p>Use layers of paint to add detail background colours.</p> <p>Create mixed media work.</p> <p>Create mood and feelings in their paintings.</p> <p>Express their own emotions accurately through their painting.</p>	<p>Use a wide range of techniques in their work and explain why they have chosen these techniques.</p> <p>Explain and establish their own style.</p> <p>Use a wide range of techniques in their work.</p> <p>Explain why they have chosen specific painting techniques.</p> <p>Can add texture in paint by adding PVA, sawdust, sand etc.</p> <p>Use brushes in different ways with thickened paint.</p> <p>Create mixed media work using a range of techniques effectively.</p>

Printing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use different tools through printing to create marks. Create a simple pattern.</p> <p>Select everyday objects print with.</p>	<p>Repeat a print to make a pattern.</p> <p>Explore printing with found objects – building bricks, hands, sponges, fruit and vegetables, corks.</p> <p>Print sequential patterns.</p> <p>Make mono-prints (drawing in printing ink with different tools and making a print).</p>	<p>Design own printing blocks with card and print with sponge rollers.</p> <p>Use Press print.</p> <p>Develop mono printing by mixing colours.</p> <p>Develop printing using stencils and found objects by creating more complex patterns.</p> <p>Print on paper and textile.</p>	<p>Begin to create screen prints.</p> <p>Continue to develop mono printing by mixing colours Create prints by pressing, rolling, rubbing and stamping.</p> <p>Make and print card blocks in 2 colours.</p>	<p>Make and print card blocks in 4 colours.</p> <p>Make texture blocks and print (sponge rollers).</p> <p>Print on paper and fabric.</p> <p>Can create accurate print designs.</p> <p>Print on different materials.</p>	<p>Print using a number of colours.</p> <p>Create a print that meets a given criteria.</p> <p>Develop screen printing by cutting masks.</p> <p>Embellish prints with stitching, collage, drawing etc.</p>	<p>Look carefully at the methods that they use and make decisions about the effectiveness of their printing method.</p> <p>Print for a specific purpose such as Christmas cards, wrapping paper etc.</p> <p>Link printmaking with Numeracy by making a block and rotating it different degrees to make a design.</p> <p>Look at the work of other printmakers such as Andy Warhol, Paul Hipkiss.</p>

Textiles

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sort threads and fabric and talk about colour and texture.	Use simple stitching in fabric pictures and designs.	Colour fabric using natural dyes such as beetroot, tea, onion skins, berries.	Work back in prints with stitching, sequins, buttons etc	Work back in prints with stitching, collage, drawing etc.	Use Acrobotik or flour and water mix to create batik.	Add detailed embellishment through bonding and sewing beads etc. a design.
Identify and talk about textiles in the environment.	Weave in netting and using weaving boards.	Begin to add shape to their work.	Use patterns from different times, places and cultures as a starting point for design.	Change fabric structures by pulling threads out of hessian and replacing with coloured threads.	Use textile and sewing skills as part of a project (including running stitch, cross stitch, back stitch, applique and/ or embroidery.	Develop range of stitches.
Make pictures using fabrics.	Use fabric paints and crayons.	Join fabric using glue.	Make silk paintings (use gold and silver pens and silk paint).	Look at artists work e.g. The Bayeaux Tapestry and use it to create a piece.	Embellish work with mix media.	Use stitches taught and extend through children's choices for a particular purpose.
Thread and weave in orange netting, garden netting, fencing, sequin mesh.	Draw designs before making.	Begin to sew fabrics together.	Decorate fabric with tie dye. Begin to use more than one type of stitch.			Use the computer to create designs and print on fabric using transfer paper.
Print on fabric.	Sort and discuss fabrics and their properties					

Three Dimensional

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use natural objects to make patterns on the ground and look at the work of Andy Goldsworthy.</p> <p>Talk about the properties of materials.</p> <p>Use glues, masking tape split pins and other fastenings.</p> <p>Talk about sculpture in the environment, what it can be made of and what it is about.</p> <p>Talk about displays of three- dimensional objects e.g., a display of clay objects, objects made from wood or metal etc.</p> <p>Draw in clay with a range of tools.</p> <p>Make clay thumb pots Press objects in clay.</p>	<p>Recognise different textures in different surfaces.</p> <p>Use different materials to create raised texture. Scrunch, roll, shape materials to make a 3D form.</p> <p>Make models from balls of paper, tubes of paper and masking tape.</p> <p>Cover with tissue paper and glue.</p> <p>Make sculpture by slotting card together.</p> <p>Cut shapes from clay.</p> <p>Name the tools used and describe how the clay feels using an appropriate vocabulary.</p>	<p>Mould, form and shape and bond materials to create a 3D form.</p> <p>Add texture to a piece of work.</p> <p>Use bonding techniques to add parts on their sculpture.</p> <p>Talk about sculpture, what it is made of what it is for etc.</p> <p>Make junk models and know how to strengthen them.</p> <p>Make a clay pot.</p> <p>Join clay finger pots together.</p> <p>Add line and shape their clay work.</p>	<p>Add detail a piece of 3D work create texture.</p> <p>Apply a smooth surface to a sculptural form.</p> <p>Shape using a variety of mouldable materials.</p> <p>Use nets to make cubes, cuboids etc and use in models.</p>	<p>Research the work of different sculptors.</p> <p>Build up from a flat surface to make masks and panels.</p> <p>Cover forms with tissue paper and glue.</p> <p>Can make a sculpture using a range of materials.</p> <p>Make a simple clay slab pot.</p> <p>Begin to sculpt clay in other shapes.</p>	<p>Shape using a variety of mouldable materials.</p> <p>Include both visual and tactile elements in their work.</p> <p>Make Marquette’s (small prototype sculptures) and display in front of a photograph of a particular location.</p> <p>Experiment and combine materials and process to design and make 3D art.</p>	<p>Create models on a range of scales.</p> <p>Create work which is open to interpretation by the audience.</p> <p>Know the properties of a wide range of different sculptural materials and how to use them.</p>

Collage

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<p>Use prepared paper and card to make collage.</p> <p>Colour sort materials.</p> <p>Build layers of materials to create an image with support.</p> <p>Understands that different materials can be combined create new effects.</p> <p>Selects tools and techniques needed shape, assemble and join materials they are using.</p> <p>Chooses particular colours and textures for a purpose.</p>	<p>Cut and tear paper and card for their collages.</p> <p>Gather and sort the materials that they will need.</p>	<p>Use different types of materials on their collage and explain why.</p> <p>Use repeated pattern in a collage</p>	<p>Overlap materials in a collage.</p> <p>Use different kinds of media to embellish and add details on their collage and explain what effect this has.</p> <p>Cut accurately.</p> <p>Experiment with different final looks, rearranging materials.</p> <p>Experiment using different colours.</p> <p>Use mosaic and montage.</p>	<p>Use collage to create a mood.</p> <p>Use ceramic mosaic.</p> <p>Combine visual and tactile qualities boards of ideas.</p>	<p>Use collage to create detailed mood boards of ideas for a project.</p> <p>Combine pattern, tone and shape in collage.</p> <p>Use ceramic mosaic to produce a piece of art Combine visual and tactile qualities.</p>	<p>Justify the materials they have chosen in their work.</p> <p>Use collage as part of a mixed media project.</p> <p>Express their ideas through collage.</p>

IT						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use a simple painting program to create a picture.</p> <p>Talk about work using the appropriate vocabulary.</p> <p>Explore lines, circles, stars, particular colour schemes etc.</p> <p>Experiment using different tools in an application.</p> <p>Use a digital camera.</p> <p>.</p>	<p>Recognise the different tools and how to use them when using a simple painting programme.</p> <p>Go back and change their picture.</p> <p>Use a digital camera and manipulate the pictures using a simple programme such as 2photo.</p> <p>Explore the symmetry effect.</p> <p>Know how to save and reopen work and change their picture.</p>	<p>Create a picture independently using simple IT mark-making rolls, e.g., brush and pen tools and edit their own work.</p> <p>Make a simple drawn animation.</p>	<p>Combine digital images with other media.</p> <p>Use IT programs to create a piece of work that includes their own work and that of others (using web).</p> <p>Use the web to research an artist or style of art.</p>	<p>Create a piece of artwork which includes the integration of digital images they have taken.</p> <p>Combine graphics and text based on their research.</p> <p>Use a scanner to get artwork on the screen, manipulate and print out.</p> <p>Use the tile and drop tool to create repeated patterns and flipping and turning motifs.</p>	<p>Scan images and take digital photos, and use software to alter them, adapt them.</p> <p>Create digital images with animation, video and sound to communicate their ideas.</p> <p>Combine graphics and text based on their research.</p>	<p>Use software packages to create pieces of digital art design.</p> <p>Create a piece of art which can be used as part of a wider presentation.</p> <p>.</p>

Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Describe what they can see and like in artists work.</p> <p>Talk about what they like and dislike about a piece of art.</p> <p>Replicate a piece of appropriate artists work e.g., Jackson Pollack</p>	<p>Ask sensible questions about a piece of art.</p> <p>Describe similarities/ differences between drawings, paintings and sculptures by well-known artists and designers.</p>	<p>Say how other artists have used shape colour and pattern (can be evidenced in sketch book).</p> <p>Create a piece of work in response to another artist's work.</p> <p>Describe how their work is similar and different to the work of a well-known artist and designer.</p> <p>Link colour to natural and man-made objects.</p>	<p>Discuss the work of different artists and cultures and use a range of ideas in their work.</p> <p>Communicate what they are trying to express in their own work.</p> <p>Compare different artists of the same style.</p> <p>Explore work from different cultures and time periods.</p>	<p>Compare and describe well known artist's work.</p> <p>Explain how their work is similar and different to that of artists.</p> <p>Explain their reasons behind their choices.</p> <p>Talk about art from other periods of history.</p> <p>Understand other points of view by looking at work and trying to understand what the artist might have been thinking and feeling.</p>	<p>Learn about the work of others by looking at books, the internet and galleries.</p> <p>Use observational skills replicate artists work.</p> <p>Explore the impact of well-known artists' work on the society at the time.</p>	<p>Say who and what their work has been influenced by Include technical aspects in their work (e.g., architectural design).</p> <p>Use features of researched artists in their own work.</p> <p>Explore the impact of the artists' work on society at the time.</p>

Sketchbooks

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Use their sketch book to express likes and dislikes about a subject.</p> <p>Use annotations to write an explanation of their sketch.</p> <p>Use sketchbooks to record initial ideas and observations.</p> <p>Can use their sketch book to show knowledge and art history that they have learnt.</p> <p>Suggest improvements to their work that is in the sketch book.</p>	<p>Keep notes about the purpose of their work in their sketch books including links to art history and other works.</p> <p>Evaluate their learning and record in sketchbooks.</p> <p>Use their sketch book to express personal feelings about various subjects.</p> <p>Outline likes and dislikes of a piece of artwork.</p> <p>Adapt and improve their original ideas.</p>	<p>Use sketchbooks to explore and practice a range of materials, record ideas, and experiment.</p> <p>Use their sketchbooks to build and record their knowledge and learning journey.</p> <p>Compare sketchbook ideas and give supportive and constructive feedback on their development.</p> <p>Use their sketchbook to show how ideas have developed and improved.</p> <p>Use annotations in the sketch book to show what further changes they would make.</p> <p>Use their sketch book to show how children have compared and discussed ideas with others.</p>	<p>Adapt and refine their work reflect its meaning and purpose, keeping notes and annotations in their sketch.</p> <p>Make detailed notes about items and pieces of work.</p> <p>Make explicit reference to methods and skills used in artwork they have created or artwork of others.</p> <p>Include research on artists and links how this has impacted upon the work created.</p> <p>Use their sketch book reflect on their work (and other children's work) and its meaning and purpose.</p> <p>Use their sketch book show knowledge and art history that they have learnt.</p>