



Art Knowledge and Skills Progression Document

Key Areas	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Drawing	<p>Draw on different surfaces and coloured paper. To be able to hold and use drawing tools correctly. Explore in different patterns and textures from observations and imagination.</p> <p>Knowledge: Know that there is a range of drawing media. Know that</p>	<ul style="list-style-type: none"> • Mix paint to create a secondary colour • Start experimenting with different tones • Use of different brush sizes and types • Use different ways to apply paint (brush, hands, fingers, spatula) • Experiment with different textures (sand, sand sawdust, glue with paint) • Know primary colours • Have awareness of the variety of colour in the environment • Introduce the pencils: HB, 4B and 8B to explore light and dark and lines of different thickness • Begin to explore the use of line, 	<ul style="list-style-type: none"> • Use a wide range of drawing implements, to include chalk pastels and inks • Continue to experiment with the different grades of pencils that they are already familiar with • Create tone and texture and different forms and shapes, pattern and colour • Know how to show facial expression in art • Use different grades of pencils to shade, show tone and textures • Make marks and lines with a wide range of drawing implements for form and shape with more accuracy, 	<ul style="list-style-type: none"> • Use and talk about their use of a variety of tone, pattern and texture, line and shape techniques • Developing accuracy and expression in their drawings • Carry out observational drawing and from memory and imagination (mood, movement and feeling) • Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently • Show effect of light on objects and people from different directions • Use perspective in their work, using a single focal point and horizon

	different media have different mark making potentials.	<p>shape, texture and colour</p> <ul style="list-style-type: none"> • Investigate tones • Draw light and dark lines • Draw faces and limbs • Know how to show how people are feeling in their work 	<p>including charcoal, crayon, chalk pastels and different grades of pencil</p> <ul style="list-style-type: none"> • Sketch collection of observational and imagined drawings and ideas using line, tone, texture pattern, shading, hatching and cross hatching 	
Painting	<ul style="list-style-type: none"> • To explore in developing range of mark makings using fingers, brush, sticks, feathers. • To explore in developing techniques such as rolling, splashing, dripping on different surfaces. • To develop language relating to paint and colour. • Know that colours of paint can be experimented with and know that each colour has a name 	<ul style="list-style-type: none"> • Mix paint to create a secondary colour • Start experimenting with different tones • Use of different brush sizes and types • Use different ways to apply paint (brush, hands, fingers, spatula) • Experiment with different textures (sand, sand sawdust, glue with paint) • Know primary colours • Have awareness of the variety of colour in the environment • Continue to use different brush sizes and types • Know how to achieve tints by adding white. • Know how to achieve black by adding black or darker colours • Know how to mix secondary colours and name them • Know how to mix paint to achieve 	<ul style="list-style-type: none"> • Experiment with different effects and textures, including blocking in colour, washes, etc. • Create textural effects, using thickened paint, dotting, scratching and splashing. • Master painting techniques through the creation of shape, texture and lines, using thick and thin brushes • Know how to create a background using a wash • Know how to use a range of brushes to create different effects • Apply different effects and textures, including blocking in colour, washes, thickened paint and creating textural effects • Mix and use tints, tones, hue and shades • Use colour to reflect mood • Show facial expressions and body language in painting and sketches • Introduce water colour and spend time knowing how to create effects with water colour 	<ul style="list-style-type: none"> • Know how to use paint to create emotion in art • Explore wash and transparency, marks and strokes when painting • Develop colour palette through combinations to enhance mood, etc. • Experiment further with tint, tone, shade, hue, complementary and contrasting colours • Introduce acrylic paints (substitute for oil paint) and experiment with texture • Know when using a wash (either with water colour or other paint) perspective can be achieved through darkening the paint towards to foreground • Choose appropriate paint, paper and implements to adapt and extend their work • Mix and match colours to create atmosphere and light effects

		<p>brown</p> <ul style="list-style-type: none"> • Explore wash, strokes, layers, blending, splash and dip techniques • Use paint to create pattern and repetition and to add detail and sharp lines 		<ul style="list-style-type: none"> • Be able to identify and work complementary and contrasting colours • Experiment with the use of paint to create contemporary art ideas
Printing	<ul style="list-style-type: none"> • To be able to name shapes, textures, and colours • To explore rubbings of leaves, coins, bricks and to create simple patterns. • To discuss the names of shapes, patterns, and texture. • Know that art can be made by using a range of techniques. 	<ul style="list-style-type: none"> • Carry out different printing techniques, e.g., block, relief or resist printing, rollers, stencils or mesh or plastic to create repeating pattern • Make marks in print with a variety of objects, including natural and made objects, e.g., fabric, plastic, tissue, magazines, crepe paper, corks, sponges, etc. • Create rubbings from a print or textured surface • Know how to create a repeating pattern in print 	<ul style="list-style-type: none"> • Create printing blocks using a relief or impressed method • Lift an impression or print from a textured or incised surface, using a stamp or block and water-based printing ink and prepared surfaces • Print onto fabric using at least four colours • Explore environmental and made patterns • Create printing blocks, using a relief or impressed method in more detail • Research, create and refine a print, using a variety of techniques • Resist printing, including marbling, silk screen and cold-water paste 	<ul style="list-style-type: none"> • Master printing techniques and make appropriate and effective choice in use of visual elements to reflect the purpose of the work • Create own abstract pattern to reflect personal experiences and expression for a purpose • Add layers of colours as is appropriate and then embellish it • Design a print and pattern linked to works studied • Create an accurate print design following a given criteria • Develop their own style when working with a range of tools and materials • Create printing blocks using relief or impressed method
3D/Texture sculpture	<ul style="list-style-type: none"> • To explore in using a range of materials such as clay and playdough • To be able to cut shapes including using scissors and other tools. 	<ul style="list-style-type: none"> • Manipulate materials in a variety of ways, e.g., rolling, cut, kneading and shape • Join two pieces of clay by roughing both surfaces • Make an objects out of malleable material for a purpose, e.g., pot or tile 	<ul style="list-style-type: none"> • Shape, form, model and construct malleable and rigid materials • Join clay adequately • Use a coiled method to create clay sculpture • Paper sculptures • Know how to sculpt malleable and mouldable materials with more 	<ul style="list-style-type: none"> • Shape, form, model and construct from observation and imagination • Use recycled, natural and made materials to sculpt • Plan a sculpture through drawing (exploded) and other preparatory work (Include form, shape, modelling, joining)

	<ul style="list-style-type: none"> •To be able to build and construct using a variety of objects. •To explore using clay and develop simple techniques. •To use language to explain skills and techniques. •Know that modelling materials can be shaped. 	<ul style="list-style-type: none"> • Create a thumb print from clay 	<p>accuracy</p> <ul style="list-style-type: none"> • Select and arrange 3D materials to convey feelings, expression and movement when creating sculpture 	<ul style="list-style-type: none"> • Apply skills using malleable materials including slabs, coils, slips, etc. • Shape, form, model and join clay
Sketchbooks		<ul style="list-style-type: none"> • Use a sketchbook to gather and collect art work • Develop and record their ideas through painting, drawing and sculpture in response to first-hand observations 	<ul style="list-style-type: none"> • Create a sketch collection in books to record their observations • Use sketchbooks to review and revisit ideas, e.g., line, tone texture and shading • Use journals to collect and record visual information, textiles, patterns from different sources • Annotate work in journals • Use collage as a means of collecting ideas and information and building a visual vocabulary 	<ul style="list-style-type: none"> • Collect ideas for preliminary studies trying out different media and materials • Describe the thoughts and feelings about their own and others' work and discuss how these might influence their own designs using appropriate language • Develop ideas using different and mixed media using sketchbooks • Annotate work in a journal • Adapt and critically evaluate their work as their ideas develop
Famous artists	<ul style="list-style-type: none"> •Look at a variety of artists across all 	<ul style="list-style-type: none"> • Describe what can be seen and give an opinion about the work of an artist 	<ul style="list-style-type: none"> • Recognise when art is from different historical periods • Know 	<ul style="list-style-type: none"> • Research the work of an artist and use their work to replicate a style

	<p>forms.</p> <ul style="list-style-type: none"> •Talk about what they see, if they like or dislike it and why. •Know that art exists all around us 	<ul style="list-style-type: none"> • Ask questions about a piece of art • Suggest how artists have used colour, pattern and shape • Know how to create a piece of art in response to the work of a well-known artist • William Morris (can be very complex) • Wassily Kandinsky (be careful which of his art you choose) • Piet Mondrian • Van Gogh; Renzo Piano (link to Shard) • Tinga Tinga (explore the five pillars of African art); Tilly Willis (African art) • LS Lowry 	<p>how to identify the techniques used by different artists • Recognise when art is from different cultures • Begin to understand the historical and cultural significance of a chosen artist</p> <ul style="list-style-type: none"> • Experiment with the styles used by other artists. • Explain some of the features of art from historical periods and from different cultures • Know how different artists developed their specific techniques <p>Possible artists</p> <ul style="list-style-type: none"> • Giuseppe Arcimboldo • John Constable • Islamic art and design • Katsushika Hokusai • Andy Goldsworthy • Elizabeth Catlett 	<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 • Understand why art can be very abstract and what message the artist is trying to convey <p>Possible artists</p> <ul style="list-style-type: none"> • Paul Cezanne • Islamic art • Henri Rousseaux • Frida Khalo • Banksy • Georgia O’Keefe • Henry Moore
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