

Art Skills and Knowledge Progression



Subject Domain	FS	YEAR 1	YEAR 2
Drawing	<ul style="list-style-type: none"> Shows good control in small movements Handles pencil effectively Holds paper in position and uses correct pencil grip (exceeding) 	<ul style="list-style-type: none"> Creates symbols and patterns Uses texture when drawing (eg: tree rubbings) Begins to consolidate fine motor control through the use of different pencils Moves towards solid infill with colour pencils Works from observation Begins to use pastels in different ways such as mixing and hatching Begins to draw shapes correctly Begins to scale whilst drawing (eg: relative sizes in composition) 	<ul style="list-style-type: none"> Shows an increasing pencil control (can draw selected detail) Produces a growing range of patterns and textures with a single pencil Uses a range of tones using a single pencil Works from direct observation and imagination Uses a range of drawing media in different ways: hatching, scribble, stippling and blending Solidly infills shapes using colour pencils, pastels etc Uses soft pastels competently Begins to experiment with oil pastels
Painting	<ul style="list-style-type: none"> Experiment with colour (ELG) Uses what they have learnt about materials in original way 	<ul style="list-style-type: none"> Mixes primary colours Begins to use black and white to create tints and tones Creates a range of marks with a paintbrush as well as a variety of other tools such as: fingers, car, twigs etc Creates texture using different thicknesses of paint Begins to work using different colour/size/shape paper Works from direct observation as well as imagination 	<ul style="list-style-type: none"> Mixes a range of colours including secondary Mixes colours to represent objects Begins to explore the relationship between colour and moods/feelings Works in different consistencies Colour matches, replicating patterns and textures around them Uses the brush to create a wide range of marks that are being used in their work Works in different ways and on a variety of different colour/size/shape paper/card
Art, craft and design	<ul style="list-style-type: none"> Experimenting with design, texture, form and function (ELG) Safely uses and explores a variety of materials, tools and techniques (ELG) Thinks about uses and purposes Represents their thoughts and feelings through art 	<ul style="list-style-type: none"> Uses glue and paste carefully Applies simple decoration Cuts shapes using scissors Uses shape and model from observation and imagination Join using modelling media Uses techniques such as pinching and rolling when working with moldable materials (eg: clay and plasticine) Builds a construction/sculpture from a variety of objects Carves into media using tools 	<ul style="list-style-type: none"> Cuts a variety of shape to complete composition Investigates texture with paper eg: scrunching and screwing paper up to create a composition Uses a range of decorative techniques Uses equipment in a safe and correct way Shapes and forms from direct observation and imagination Joins with confidence Uses a range of decorative techniques such as applied, impressed, painted etc Uses simple tools for shaping, mark making etc Constructs from junk materials

		<ul style="list-style-type: none"> • Uses appropriate language to describe tools, media etc • Take a print from objects such as a leaf, hand, vegetable etc • Develops simple patterns from looking at different objects • Produce simple pictures by printing objects • Works from direct observation as well as imagination 	<ul style="list-style-type: none"> • Replicates patterns and textures in 3D form • Creates patterns and pictures by printing from objects using more than one colour • Develops impressed images with some detail • Uses relief printing: string, card etc • Uses media and equipment correctly • Produces clean printed images • Uses appropriate language to describe tools, media and processes • Identifies the different forms printing takes: books, pictures, wallpaper, fabrics etc
Digital mediums	<ul style="list-style-type: none"> • Recognises a range of technology is used in places like home and school • Selects and uses particular technology for a particular purpose • Finds out about and uses a range of everyday technology (exceeding) 	<ul style="list-style-type: none"> • Animated story books (Purple Mash) • Becoming aware of photography as an art form • Collects photographs for a theme • Is aware that there are famous or specialist photographers 	<ul style="list-style-type: none"> • Creating Pictures (Purple Mash) • Develops an awareness of scale, perspective movement and colour in photography • Alters images through collage, jigsaws, positives and negative shapes
Exploring and evaluating	<ul style="list-style-type: none"> • Develops their own ideas through selecting and using materials and working on a process that interests them (ELG) • Finds out and makes decisions through their explorations about how media and materials can be combined and changed. • Talks about ideas and processes which have lead to design, image or product (exceeding) 	<ul style="list-style-type: none"> • Responds to ideas to create composition, image or artifacts. • Communicates ideas using a variety of media • Describes what they think and feel about their own work 	<ul style="list-style-type: none"> • Explores their own ideas • Communicates their own ideas and meaning through a range of materials and processes • Identifies the different forms art takes: books, pictures, wallpaper, fabrics etc • Comments on differences in the work of others • Suggests ways of improving their own work

	<ul style="list-style-type: none"> Talks about features of theirs and others work (exceeding) 		
History of Art	<ul style="list-style-type: none"> Knows about similarities and differences in materials. 	<ul style="list-style-type: none"> Demonstrate some knowledge about the work of a variety of famous artists, craft makers and designers within history. 	<ul style="list-style-type: none"> Begin to discuss the range of artists, craft makers and designers Begin to describe the differences and similarities between different practices and disciplines

Art Skills and Knowledge Progression



	YEAR 3	YEAR 4
Drawing	<ul style="list-style-type: none"> Controls a pencil with increasing confidence Draw whole sketches Experimenting with different types of line to create a composition eg: thick, thin, wavy, curved etc (looking closely at the type of line to fit the form) Creates texture through rubbings and creating surface patterns with pencils (focus on different textures) Confidently work from observation 	<ul style="list-style-type: none"> Draws whole sketches with details of surroundings eg: including background Confidently works from imagination Solidify infill of shapes with coloured pencils and can produce a range of tones with each Expresses different feelings through drawing Uses appropriate language
Painting	<ul style="list-style-type: none"> Uses paint and equipment correctly Predict colour mixing results with increasing accuracy- colour wheel Uses colour washes to build up thicker layers and paint detail Uses a brush to produce marks appropriate for work eg: using dots and dashes. 	<ul style="list-style-type: none"> Uses paint and equipment correctly Uses the colour wheel to mix different shades of the same colour Understands how to use tints and tones to lighten and darken with the use of black and white Competently works with different consistencies of paint Uses language appropriate to skill
Art, craft, design	<ul style="list-style-type: none"> Uses ripping as a technique for collage Shapes, forms, models and constructs from observations. Works safely with tools and equipment 	<ul style="list-style-type: none"> Uses the technique of overlaying- building up the layers on the surface/colour mixes Shape, forms, models and constructs from imagination Uses surface patterns/textures

	<ul style="list-style-type: none"> • Uses the equipment and media with increasing confidence • Create repeating patterns • Prints two colour overlays 	<ul style="list-style-type: none"> • Relief and impress printing processes • Use language appropriate to skill
Digital Mediums	<ul style="list-style-type: none"> • Experiments with lenses, eg: telescope, camera, video, magnifying glass, binoculars and is aware of their effect on images • Explores creating slides using felt-tip pens, feathers, gauzes and food dyes. 	<ul style="list-style-type: none"> • Is aware that movement can be photographed in small slides. Can make a photobook showing the effect of movement • Animation (Purple Mash) • Explores negative and positive • Use pin hold camera to explore close-up and distant images and movement
Exploring and evaluating	<ul style="list-style-type: none"> • Create sketchbooks to record their observations and use them to review and revisit ideas • Explore their own work • Comment on differences and similarities and the work of others • Adapts and improves their own work 	<ul style="list-style-type: none"> • Communicates their own ideas and meanings through a range of materials and processes for a range of purposes • Identifies the different forms art takes: books, pictures, wallpaper, fabrics etc
History of Art	<ul style="list-style-type: none"> • Making links between artists, craft makers, designers, and their own work. • Begin to demonstrate some knowledge about the work of a variety of famous architects. • Discuss and describe the differences and similarities between different practices and disciplines 	<ul style="list-style-type: none"> • Make clear links between artists, craft makers, designers, architects and their own work. • Discuss in detail and describe differences and similarities between different practices and disciplines

Art Skills and Knowledge Progression



Subject Domain	YEAR 5	YEAR 6
Drawing	<ul style="list-style-type: none"> • Use a range of pencil (including different grades of pencil) • Beginning to create depth in composition through the use of very simple perspective • Draw the layout of the face and figure • Experiment with shading techniques (light/dark-pencil) • Uses language appropriate to skill and techniques 	<ul style="list-style-type: none"> • Uses a range of drawing media (pencil- including different grades, ink, biro, pastel charcoal etc) • Uses perspective in their drawings • Draws the layout of a figure in motion • Selects different techniques for different purposes eg: shading and smudging • Confidently uses language appropriately to skill and technique • Draw using tonal contrast • Consider scale and proportion in compositions eg: figures, faces and landscapes • Uses mixed media in completed work
Painting	<ul style="list-style-type: none"> • Beginning to use tints in their work • Confidently apply paint to large flat areas of colour and use appropriate brushwork to the method of painting • Uses colours and their relationships eg: hot and cold colours • Confidently works from direct observation • Uses language appropriate to skill and technique 	<ul style="list-style-type: none"> • Uses complementary colours • Replicates patterns colours textures in their work • Confidently work from imagination • Uses different kinds of paints • Confidently uses language appropriate to skill and technique • Uses mixed media experimentations in their work: working on surface made up of torn passed pieces, cardboard, involving the use of bios and coloured pencils. • Painting using a limited palette eg: shades of one colour • Uses perspective in their paintings and compositions
Art, craft and design	<ul style="list-style-type: none"> • Uses techniques of folding, repeating and overlapping with a variety of different collage mediums • Shapes, forms, models and joins with confidence • Works directly from observation with confidence • Uses language appropriate to skill and technique • Modifies and adapts print as work progresses • Makes a two colour print and begins to experiment with different colours 	<ul style="list-style-type: none"> • Arrange and rearrange colours, shapes and texture for effect before completion of final composition • Produce collages that express mood using all other previous techniques to show consolidation • Ability to produce more intricate patterns and textures • Works directly from imagination with confidence • Confidently use appropriate language

		<ul style="list-style-type: none"> • Takes into account the properties of media being used and use appropriate media for a specific purpose • Combines prints taken from different object to produce an end piece • Produces pictorial and patterned prints • Can use printing techniques such as relief works (batik) and tie-dye • Overlay multiple colours • Produces detailed relief print • Experiments with screen printing • Begins to overwork prints with biro/colour pencils/paints etc
Digital Mediums	<ul style="list-style-type: none"> • Superimpose using a combination of techniques and photographs • Uses colour tone and effects to create a specific mood in photographs 	<ul style="list-style-type: none"> • Is aware of all basic principles and processes of photography, together with some of its limitations.
Exploring and evaluating	<ul style="list-style-type: none"> • Creates sketch books to record observations and use them to review and revisit ideas • Comments on ideas, methods and approaches in their work and the work of others • Relates ideas, methods and approaches to context in which a work was created • Can adapt and improve their own work to realise their own intentions. 	<ul style="list-style-type: none"> • Explores and experiments to plan and collect source material for future work • Develops their work taking into account purpose • Adapts and refines their work to reflect and express their view of its purpose and meaning • Analyse and comment on ideas, methods and approaches in their won and other work relating these to context.
History of Art	<ul style="list-style-type: none"> • Understand that artist, craft makers, designers and architects fit into different genres eg: abstract art, pop art etc • Beginning to recreate work based on specific artist, craft makers, designers and architects 	<ul style="list-style-type: none"> • Confidently make comparisons between artists craft makers, designers and architects thinking about genres and styles • Recreate work based on specific artist, craft makers, designers and architects focusing on accuracy