



Progression of Knowledge and Skills - Art

We believe that Art it is a vital part of the education of all children. We aim for children to feel that their creations are celebrated and appreciated. We believe that this will help each child to feel the freedom to express their individualities through their art and to have them celebrated and see that they are valued though display in school. The child's use and understanding of the visual language of art is developed by effective teaching and by a considered sequence of experiences.

We aim to provide an art curriculum which will enable each child to reach their full potential in learning in art, through investigating and making, through research and the development of skills and through their evaluation of their own art and that made by others. We aim for our art curriculum to support and nurture positive self-image and esteem as well as a respect for the individualities of others and of themselves.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children's learning in all areas.

EYFS Art Skills

Mark-making and drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Colour (painting, ink, pencils, crayon, pastels)	Texture (textiles, clay, sand, stone)	Form (3D work, clay, dough, boxes, paper sculpture)	Printing (found materials, fruit/veg, wood blocks, string)	Suggested artists
<p>Begin to use a variety of drawing tools and techniques</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Explore colour and colour mixing</p> <p>Experimenting with and using secondary and primary colours</p>	<p>Explore and experiment with different textures</p> <p>Safely use and explore a variety of materials.</p>	<p>Handling, feeling, enjoying and manipulating materials</p> <p>Shape and model</p> <p>Experiment with different forms.</p>	<p>Rubbings</p> <p>Print with variety of objects and colours</p>	<p>Andy Goldsworthy</p> <p>Van Gough</p> <p>Kandinsky</p>

EYFS Art Knowledge

Autumn – Self-portrait & Diva Lamps (Diwali); Continuous Provision (CP) Bonfire pictures

Mark-making and drawing	Colour	Form
<ul style="list-style-type: none"> I know how to use a variety of drawing tools and techniques – pastels, inks I know how to draw with increasing complexity and detail, such as representing a face with a circle and including details. I know about different emotions and can draw them on the faces 	<ul style="list-style-type: none"> I know about colours and how to mix colours I know about secondary and primary colours 	<ul style="list-style-type: none"> I know how shape and model my diva lamp I know about different forms.

Spring – Plant observational drawings & Veg printing (CP); Forest School – rubbings & Natural Art – Andy Goldsworthy

<u>Mark-making and drawing</u> <ul style="list-style-type: none"> I know how to use a variety of drawing tools and techniques – pencil, charcoal 	<u>Texture</u> <ul style="list-style-type: none"> I know how to safely use and explore a variety of materials to create a piece of natural art I know I can use different textures 	<u>Printing</u> <ul style="list-style-type: none"> I know I can print with variety of objects and colours
Summer – Making fossils; Drawing - ICT (CP)		
<u>Mark-making and drawing</u> <ul style="list-style-type: none"> I know I can return to and build on their previous learning, refining ideas and developing their ability to represent them – ICT 	<u>Form</u> <ul style="list-style-type: none"> I know how to manipulate materials 	
Key Vocabulary Mark-make, draw, lines, circles, colour, mix, primary, secondary, texture, form, sculpt, shape, print, art, techniques		

Drawing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Experiment with a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. 2. Use topic books to gather and collect artwork. <i>Lines, marks and shape:</i> 3. Use lines to represent objects seen, remembered or imagined	1. Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk 2. Control the types of marks made with the range of media <i>Lines, marks and shape</i> 3. Match and draw lines/marks from observations. Invent new	1. Experiment with ways in which surface detail can be added to drawings. 2. Use sketchbooks to collect and record visual information. 3. Draw for a sustained period of time at an appropriate level. <i>Lines, Marks and shape</i> 4. Make marks and lines with a wide range of	1. Experiment with ways in which surface detail can be added to drawings. 2. Use sketchbooks to collect and record visual information from different sources. 3. Draw for a sustained period of time at an appropriate level. <i>Lines, Marks and shape</i>	1. Work from a variety of sources including observation, photographs and digital images. 2. Work in a sustained and independent way to create a detailed drawing. 3. Use a sketchbook to collect and develop ideas. 4. Identify artists who have worked in a similar way to their own work.	1. Work from a variety of sources including observation, photographs and digital images. 2. Work with independence to create a detailed drawing. 3. Use a sketchbook to collect and develop ideas. 4. Identify artists who have worked in a similar way to their own work and make comparisons.

<p><i>Tone:</i> 4. Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes.</p>	<p>lines and draw on different surfaces.</p> <p><i>Tone</i> 4. Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes.</p>	<p>drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. 5. Experiment with different grades of pencil to draw different forms and shapes. 6. Begin to show an awareness of objects having a third dimension</p> <p><i>Tone</i> 7. Experiment with different grades of pencil and force to achieve variations in tone. 8. Apply tone in a drawing in a simple way.</p>	<p>4. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. 5. Experiment with different grades of pencil and other implements to create lines and marks. Work with more accuracy when drawing 3D</p> <p><i>Tone</i> 6. Experiment with different grades of pencil and force to achieve variations in tone. 7. Apply tone in a drawing in a simple way.</p>	<p><i>Lines, Marks, Tone, Form & Texture</i> 5. Use dry media to make different marks, lines, patterns and shapes within a drawing. 6. Experiment with wet media to make different marks, lines, patterns, textures and shapes. 7. Explore colour mixing and blending techniques with coloured pencils. 8. Start to develop their own style using tonal contrast and mixed media.</p> <p><i>Perspective and Composition</i> 9. Begin to use simple perspective in their work using a single focal point and horizon. 10. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p>	<p><i>Lines, Marks, Tone, Form & Texture</i> 5. Experiment with wet and dry media to make different marks, lines, patterns, textures and shapes. 6. Explore colour mixing and blending techniques with coloured pencils. 7. Use different techniques for different purposes i.e. shading, hatching within own work. 8. Start to develop their own style using tonal contrast and mixed media.</p> <p><i>Perspective and Composition</i> 9. Begin to use simple perspective in their work using a single focal point and horizon. 10. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background</p>
Printing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Use a variety of tools and techniques to create patterns. 2. Identify primary colours by name.</p>	<p>1. Use a variety of tools to experiment with tools and techniques e.g. layering, mixing media, scrapping. Name</p>	<p>1. Experiment creating textural effects such as blocking in colour, washes and thickened paint.</p>	<p>1. Make and match colours with increasing accuracy. Use more specific language to describe their work</p>	<p>1. Create imaginative work from a variety of sources e.g. observational drawing. 2. Demonstrate a secure knowledge</p>	<p>1. Build on previous work with colour by exploring intensity. Develop a painting from a drawing</p>

<p>3. Mix primary shades and tones. 4. Create textured paint by adding sand, or fabrics.</p>	<p>different types of paint and their properties. 2. Identify primary colours by name 3. Mix primary shades and tones. 4. Create textured paint by adding to the paint mixture such as adding sand, plaster or fabric.</p>	<p>2. Work on a range of scales e.g. thin brush on small picture etc. 3. Begin to use a more developed vocabulary. 4. Mix colours and know which primary colours make secondary colours. 5. Use more specific colour language 6. Mix and use tints and shades.</p>	<p>such as, tone and shade. 2. Create different effects and textures with paint according to what they need for the task. Develop independence and creativity with the painting process. 3. Mix colours and know which primary colours make secondary colours 4. Use more specific colour language 5. Mix and use tints and shades with increasing accuracy to the task.</p>	<p>about primary and secondary colours. Mix and match colours to create atmosphere and light effects. Begin to experiment with colour to create more abstract palettes. Explore complementary and opposing colours in creating patterns.</p>	<p>2. trying out different media and materials, mixing appropriate colours. 3. Mix and match colours to create atmosphere and light effects 4. Be able to confidentially identify primary secondary colours. Explore complementary and contrasting colours</p>
Textiles					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Make marks with a range of objects, including natural and man-made resources. 2. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. 3. Begin to build repeating patterns and recognise pattern in the environment.</p>	<p>1. Create simple printing blocks using a variety of resources. 2. Design patterns with increasing intensity and repetition. 3. Experiment with overprinting motifs and colour. 4. Make rubbings to collect textures and patterns observe and describe repeating</p>	<p>1. Create printing blocks using a relief or impressed method. Discuss the processes used to produce a simple print. 2. Create repeating patterns using two colour overlays. Observe and realise a block print is a mirror image of the block used to make it.</p>	<p>1. Research, create and refine a print using a variety of techniques such as block, mono and relief printing. Select appropriate material needed to make a suitable print that will achieve best results such as mono print</p>	<p>1. Choose a print method appropriate to the task. Build up layers, colours and textures of the print. 2. Use relief or mono method to create prints with several overlays. Discuss the differences made between prints.</p>	<p>1. Create printing blocks by simplifying an initial sketch book idea 2. Use relief or mono method to 3. Create prints with three overlays 4. Design prints for a purpose such as wall paper or book covers.</p>

4. Make rubbings to collect textures and patterns.	patterns in the natural environment.				
Sculpture					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel.</p> <p>2. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting, cutting</p> <p>3. Colour fabrics using a range of techniques e.g. fabric paints, printing, painting</p> <p>4. Create and use dyes i.e. tea, coffee.</p> <p>5. Decorate fabrics with buttons, beads, sequins</p>	<p>1. Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>2. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting, cutting</p> <p>3. Cut and shape fabric using scissors/snips and apply decoration using items such as beads, buttons and feathers.</p> <p>4. Colour fabrics using a range of techniques e.g. fabric paints, printing, painting, dipping, tie dyeing or fabric crayons.</p> <p>5. Decorate fabrics with buttons, beads, sequins, braids, ribbons</p>	<p>1. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>2. Match the tool to the material</p> <p>3. Develop skills in stitching, cutting and joining.</p> <p>4. Understand the need for patterns and create a simple pattern</p>	<p>1. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects e.g. running stitch, over sewing, back stitch</p> <p>2. Develop skills in cutting and joining to refine and alter ideas that explain choices using an art vocabulary.</p> <p>3. Use appropriate decoration techniques e.g. appliqué(glued or simple stitches)</p> <p>4. Explore fastenings and recreate some e.g. sew on buttons and make loops</p>	<p>1. Create 3D products using pattern pieces and seam allowance</p> <p>2. Understand pattern layout</p> <p>3. Pin and tack fabric pieces together</p> <p>4. Decorate textiles appropriately often before joining components</p> <p>5. Experiment with a range of resources to overlap and layer creating interesting colours, textures and effects</p> <p>6. Join fabrics using over sewing, back stitch, blanket stitch.</p>	<p>1. Create 3D products using pattern pieces and seam allowance</p> <p>2. Experiment with a range of media to overlap and layer creating interesting colours, textures and more complexed effects.</p> <p>3. Join fabrics using over sewing, back stitch, blanket stitch</p> <p>4. Combine fabrics to create more useful properties</p> <p>5. Be expressive and analytical to adapt, extend and justify their work.</p>
Collage					

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Create images from imagination, experience or observation.</p> <p>2. Use a wide variety of media, such as, photocopied material, fabric, plastic, tissue, magazines, crepe paper.</p> <p>3. Fold, crumple, tear and overlap papers. Create and arrange shapes appropriately</p>	<p>1. Create textured collages from a variety of media. Make a simple mosaic by preparing media including overlapping.</p> <p>2. Work on different scales</p> <p>3. Create and arrange shapes appropriately to create images.</p>	<p>1. Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent contrast with textures.</p> <p>2. Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>	<p>1. Selects materials to achieve a specific outcome. Use a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>2. Use collage as a means of collecting ideas and information and building a visual vocabulary</p>	<p>1. Add collage to a painted, printed or drawn background.</p> <p>2. Use a range of media to create collages.</p> <p>3. Use different techniques, colours and textures etc when designing and producing pieces of work.</p> <p>4. Use collage as a means of extending work from initial ideas.</p>	<p>1. Draw on previous skills, use a range of media to create collages</p> <p>2. That include different colours and textures to design a piece of work.</p>